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ABSTRACT

This report of the work of self-help groups of unemployed black adults in Britain shows how effectively these groups are able to generate employment opportunities for their members and offers recommendations for the further development of such initiatives. Chapter 1 describes setting up the research project to provide information on the efforts being made by black voluntary groups to respond to the training and educational needs of black unemployed people. Chapter 2 addresses the research strategies, including a curriculum development model composed of four interrelated processes: values and needs analysis, design, implementation, and evaluation and monitoring. Chapter 3 covers selection of schemes for detailed inquiry that used the five main objectives and conceptual framework of Watts and Knasel (1985): employability, coping, context, leisure, and opportunity creation. It describes visits to schemes during which information was collected on clients, funding, management and staffing, training and educational provision, needs analysis, monitoring, and evaluation. Chapter 4 offers recommendations regarding support systems, values, management and organization, delivery, evaluation, course design, staffing, and admission strategies. A series of six case studies of the life and work of the groups studied follows. Each case study addresses such areas as management, planning and delivery, links with employers and colleges, staff and staff development, funding, and monitoring. (YLB)

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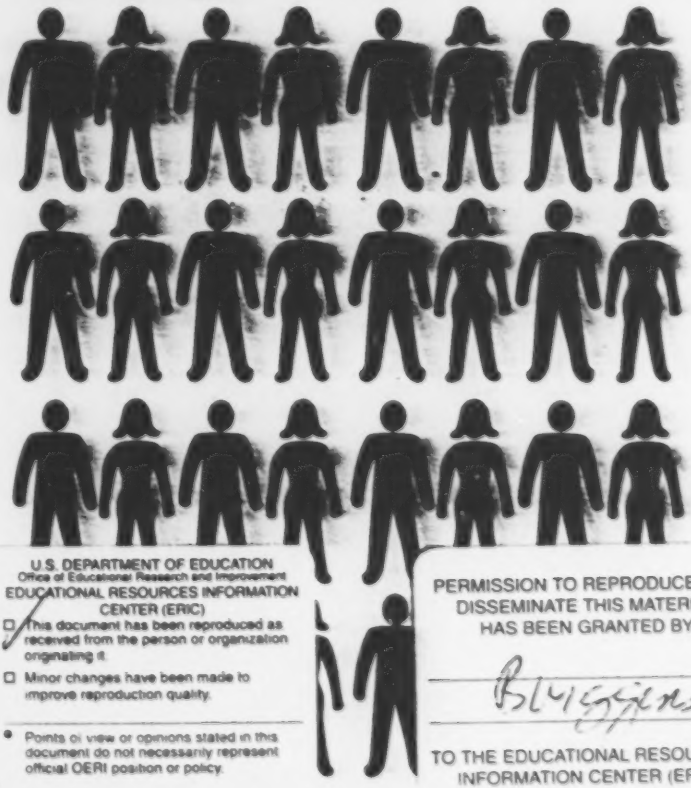
ED 409 424

Re-education for Employment

programmes for unemployed black adults

John Eggleston, Horace Lashley, Amritpal Kaur and Sharon Shea



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John Eggleston, Amritpal Kaur, Horace Lashley and Sharon Shea

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Preface

This document reports the outcome of FEU Project/RP467 — *Assessing and Evaluating Curriculum for Unemployed Adults from the Black Communities.* The research team is grateful for the opportunity to undertake enquiry in this important area and hopes that its conclusions and recommendations are of practical help in furthering this crucial element of adult education provision.

In view of the Government's decision to discontinue REPLAN in October 1991 and the establishment of a 'new initiative' on the provision of literacy and numeracy skills to adults — to be provided by local education authorities and Training and Enterprise Councils (TECs) — the publication is timely. We are grateful to the Further Education Unit (FEU) for permission to publish.

We wish to express our appreciation to many people who have helped us. In particular our thanks go to the members of the groups we have studied — their paid and voluntary workers, their students, their management committee members and their communities. In addition we have enjoyed generous help and support from FEU officers, Regional Replan field officers, Adult Training Officers of the Manpower Services Commission (later the Training Agency), CRE regional officers, FATEBU and other researchers and colleagues at the University of Warwick.

Yet not withstanding this generous support the project has been fraught with problems. Groups have been elusive — hard to track down, ephemeral and fluid in their operation. Many have lacked the capacity to give us hard information — either because it did not exist or through lack of time and organisational structure. Others have been suspicious — seeing us as 'government spies' or as being of little use — 'there is nothing in it for us'. On occasion meetings have been refused because 'they threaten the privacy of students'. The trauma of the introduction of the Employment Training Scheme during the duration of the project sharply increased the problems of many other groups — financial, administrative and ideological — and further exacerbated their difficulties in responding to us or in granting us access.

The amount of travelling required by the researchers has been prodigious and, inevitably, many journeys have been fruitless. The costs involved — exacerbated by the rapid escalation of rail travel costs — went for beyond an

initially restricted budget and only generous unpaid help by Warwick University and members of its staff has made it possible to complete the project. Similarly the sheer difficulty in obtaining information — even Phase 1 had to be extended by four months — has played havoc with the time scale.

Yet despite these difficulties the Report is now available. We reiterate our hope that it will be of value — a hope that has sustained the researchers throughout their labours. Even though the situation of many of the groups has changed fundamentally since our study we believe that our information and conclusions have enduring relevance.

John Eggleston, Amritpal Kaur, Horace Lashley and Sharon Shea

Chapter 1

Introduction

In March, 1986 REPLAN, together with the Commission for Racial Equality (CRE), organised a conference on the needs of black unemployed communities. As a result a Forum for the Advancement of Training and Education for the Black Unemployed (FATEBU) was established. It also supported the setting up of a research project to provide information on the efforts being made by black voluntary groups to respond to the training and educational needs of black unemployed people.

Previous studies on adult education in the black communities (FEU 1985) had related concerns, though neither focused specifically on curriculum development aimed purely at unemployed black people. Both showed a lack of articulation of community needs and aspirations and current LEA provision, but neither examined projects in any detail. Successful schemes and projects had been generated, organised and, in some cases, funded by the black community. Yet there was very little hard evidence in research terms of the impact of black voluntary organisations on the training and education of black unemployed people. This was particularly unfortunate because of the proliferation of black self-help organisations in the 1970s and early 1980s which were addressing black community needs. More particularly, organisations like the National Federation of Self-Help Organisations (NFSHO) had argued that they were representing a large number of black self-help organisations which were attempting, in a positive way, to address the training and educational needs of the black unemployed, during a period when unemployment generally, and black unemployment particularly, was high (Social Trends Report, 1988). NFSHO was also maintaining a strong campaign for the increase in funding to black self-help organisations to meet the training and educational needs of the black unemployed.

Evidence (Newnham, 1986) also suggested that black people were not making substantial use of training agencies, including further education provision. Such information also suggested that their rate of dropout was much higher than for other groups when they undertook statutory training courses. Many black activists argued that this rate of dropout and reluctance

to undertake statutory training provision was not as evident when the same people undertook training courses organised by self-help black organisations. Alas, much of this argument was based not on hard fact but on assertions by activists.

The need for training and retraining of black people was certainly necessary not only because a disproportionate number were unemployed but also because their normal employment was much more likely to be in areas of shrinking job markets where technology affected work patterns, making them more vulnerable still to higher unemployment (Brown 1984). As unemployment became a more normal part of life, with retraining being the main way of overcoming it, black people were finding themselves much more disadvantaged if they were unable to acquire such training. Despite a recent alleged drop in unemployment, the relative disadvantage of black people appears to have continued. During this period, however, black organisations have continued to attempt to stem the extent to which black people are affected by unemployment.

It was, therefore, envisaged that a study should look at the ways in which black organisations were developing strategies to train and educate black unemployed people with the purpose of feeding them back into mainstream employment. Many of these organisations were also looking at other ways of developing skills which unemployed black people might utilise other than through mainstream employment.

The Scope of the project

The project was designed to explore a number of relevant areas:

1. The range of education/training and self-help projects operating outside the official education/training channels and run by members of the black community;
2. The aims, methods and specific training objectives of such projects;
3. The students in such projects: how their needs were being met through these projects and why they opted for 'black-led courses' rather than 'mainstream projects';
4. The success and/or failure of the projects;
5. In-depth case studies to determine how a sample of projects were meeting the express needs of the black community;
6. Conclusions and appropriate recommendations for enhanced provision for the black adult unemployed.

In 1988, the FEU approved our project, which had as its specific aim:

> To identify the most effective means of meeting the needs and interests of unemployed adults from the black communities that can be found in various types of education, training and self-help schemes. Projects will seek, in particular, to identify features of black-led, community

based projects that made them successful in order to make recommendations for developments in the statutory sector.

This volume presents the conclusions and recommendations of this project. It reports contacts with a wide spectrum of groups and schemes across the country and interviews with many students, staff and committee members. This is followed by a series of case studies of the life and work of the groups studied.

Since the project has been completed the circumstances of all the groups have changed — in some cases dramatically. Some have almost totally changed in nature or have closed completely. This was to be expected in view of the responsive character of the groups and was inevitable given their precarious financial situations. No attempt has been made to update the descriptions of the groups however as the conclusions are based on the situations as we found them. We believe that, though the groups are changing and in some cases are ephemeral, the analysis and conclusions are enduring as they examine the familiar and recurring combinations of social and economic need that unemployed black people experience.

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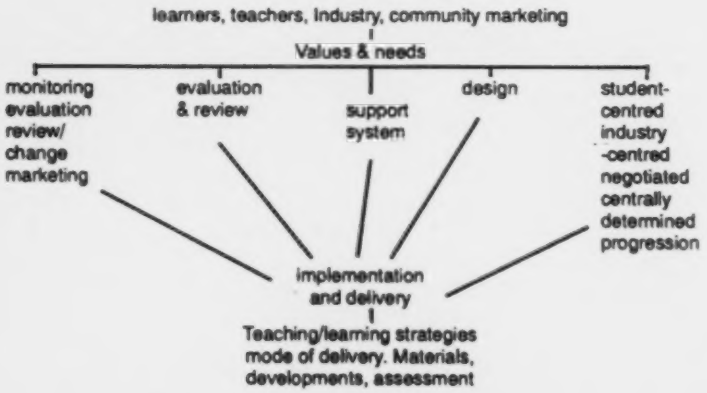
Chapter 2

Research Strategies

Perspectives on curriculum development for the adult unemployed have been explored by earlier FEU research. In 1985 the FEU suggested a model which has been used in most of its sponsored research on curriculum development. It emphasises the importance of four inter-related processes in curriculum development radiating from a central core support system. These comprise:

1. Values and Needs analysis
2. Design
3. Implementation
4. Evaluation and Monitoring

These components may be represented by the FEU model as follows:


learners, teachers, industry, community marketing
Values & needs
monitoring evaluation review/ change marketing
evaluation & review
support system
design
student-centred industry -centred negotiated centrally determined progression
implementation and delivery
Teaching/learning strategies mode of delivery. Materials, developments, assessment

The FEU proposed that 'a consideration of principles and policies and their underlying aims and objectives are necessary for effective curriculum development. This should lead to a critical examination of the design and related

educational activities, namely the content and methods of the courses. Evaluation is essential to the process and should affect, in an interdependent way, the three other elements'.

We were assisted in implementing this approach by the use of the list of objectives established by Watts & Knasel (1985) to their work for FEU. These were:

1. Employability
2. Coping
3. Context
4. Leisure activities
5. Opportunity Creation

To these criteria we added a sixth — special consideration for the needs of black women.

Phasing the project

With these considerations in mind, the project was defined as a search for specific, focused information which could be analysed to throw up specific recommendations for practice. This project was conceived in three phases:

Phase 1 involved locating groups and identifying key issues for further study in phase 2. Essentially Phase 1 was a mapping exercise. It was undertaken with the assistance of Regional REPLAN Field officers, Adult Training Officers of the then MSC, CRE Regional Officers, the FATEBU Directory and researchers. Additionally a general letter was sent to all likely contacts and a number of preliminary visits were made.

Much time and effort was expended due to the amorphous nature of the field, the ephemeral nature of some groups, their unwillingness or inability to respond effectively or at all and the unreliability of some information received. A common response by groups was 'there's nothing in it for us'. More than once the field researchers (both black) were treated as potential students and/or 'government spies'. Journeys were frequent, long and, on many occasions, fruitless. In the face of the difficulties and the ensuing delay in obtaining sufficient information to commence Phase 2, the Steering Committee agreed an extension of four months in the execution of Phase 1.

An indication of the experience of Phase 1 is to be seen in a report of one of the researchers — see Appendix 1 to this chapter.

Phase 2 involved visits to a selected number of schemes. The view of organisers, management committees and staff were sought by various means such as questionnaires and semi- structured interviews.

Schemes identified from Phase 1 were visited, at which time semi-structured interviews were conducted in line with a pre-designed questionnaire to obtain the views of committee members, staff and students.

The initial visit to the groups aimed to get a broad overview of:

1. Client group catered for
2. Funding
3. Management
4. Staffing
5. Training and educational provision

Groups were selected according to the information collected in the first visit. These groups were then revisited (visit no.2) to obtain more detailed information on their curricular provision. An interview schedule for visit no. 2 was designed in line with the FEU Curriculum development model (Figure 1).

Phase 3 involved detailed case studies of six groups chosen to illuminate some of the most important features of provision and to offer detailed information for the analysis and ensuing recommendations. In the event, five case studies were undertaken as follows:

1. Afro-Caribbean Association for Economic & Social Security Ltd. (ACAFESS), Birmingham.
2. The Kirklees Community Enterprise Training Agency Ltd. (KCETA), Huddersfield.
3. Shama Women's Centre, Leicester.
4. Sheffield and District Afro-Caribbean Community Association, Sheffield.
5. Steve Biko Youth Organisation, Deptford.

The sixth chosen group — the Charles Wootton Centre for Further Education, Liverpool — could not be studied because of the particular difficulties being experienced by the centre. However the Centre had initiated its own independent evaluation during the period (undertaken by Clifford Higgins) and, with permission, this evaluation is included in this report and its evidence is incorporated in the conclusion and used as part basis of the ensuing recommendations.

Chapter 3

Selecting Schemes for Detailed Enquiry

> Phase 2 will involve visits to a selected number of schemes. The views of organisers, management committees, staff, students and ocal communities will be sought by various means such as questionnaires and semi-structured interviews.
> *(FEU Project Information Bulletin, February 1988)*

It was suggested at the Steering Committee meeting in May 1988 that the groups selected for further study in Phase 2 should be increased to include examples of a wider array of groups making provision for black unemployed people in areas of 'major' black population, which were not covered in the initial selection of groups. It was therefore decided that the work of Phase 1, locating and identifying groups, should continue until July 1988.

June 1988 was spent gathering information on other groups through recommendations, contact names and details received from:

1. Steering Committee members
2. FATEBU directory
3. Responses from Community Relations Councils — who had not been contacted in Phase 1, or had not responded to the initial request for information.
4. Suggestions from FATEBU researchers on the groups that would be useful for our research.
5. During visits to selected schemes, organisers gave information — leaflets, contact names and addresses of black organisations they were aware of.

As a result, additional groups came to light in Birmingham, Leicester, Liverpool and London. Groups were selected which, on the basis of information received, appeared to fit into the aims of the Project.

The following groups were provisionally selected for further study in Phase 2.

SOUTH (N=9)
Asian Unemployment Outreach Project — (AUOP)
Black Action Group
Bristol Black Business Association (BBBA)
Brent Black Music Co-op (BBMC)
Bridge Park Centre
Black Starliner Community Project
Haringey Women's Education and Technology (HWETC)
Simba Community Project
Steve Biko Youth Organisation c/o North Lewisham Project

MIDLANDS (N=4)
Joint Indian, Pakistan, Afro-Caribbean Centres Community Project Ltd. — JIPAC.
The Marcus Garvey Agency for (Community) Employment and Training Ltd. — CETA.
SHAMA Women's Centre.
ASHRAM Community Services Project

NORTH (N=7)
Kirklees Community Enterprise Training Agency — KCETA
Sheffield and District Afro-Caribbean Community Association (SADAC-CA)
Bano Mahal
Project Comtran
Charles Wootton Technology Centre Ltd
Charles Wootton Centre for Further Education
Sheffield Ethnic Minorities Business Initiative (SEMBI)

Aims of first visit

The first visit to groups was to establish exactly what groups were doing and to get a broad overview of their projects. We noted:

1. Client group catered for;
2. Funding;
3. Management and Staffing;
4. Training and educational provision.

Breakdown of the main client groups catered for:

Asian	4
Afro-Caribbean	11
Mixed (Asian/Afro-Caribbean)	5
Number of groups visited	20

Funding

Funding for the twenty groups came from a variety of agencies, the main ones being Manpower Services Commission, local councils, European Social Fund and occasionally charitable sources.

Many of the groups visited were experiencing funding difficulties. Asian Unemployment Outreach Project for example had had no funding since April 1988 and was being staffed by volunteers. MSC withdrew funding from Charles Wootton Centre for Further Education, accusing it of being involved in the 1981 events at Toxteth. The college was shut down for a time and was reopened after appeals against the decision.

SHAMA Women's Centre has negotiated with MSC for funding but was turned down on the grounds that they were discriminating against men. Steve Biko Youth Organisation was unable to purchase the computers and accompanying software required and as a result could only cater for eight students per day.

From the evidence collected it appeared that groups were particularly worried about their position after the introduction of Employment Training in September 1988. They believed that the changes would be detrimental to them because:

1. smaller groups would be unable to handle the numbers required by the new programme and would be swallowed by larger ones, losing their identity and autonomy;
2. finding suitable work experience placement for trainees might be problematic;
3. 'off site' supervision by Training Agency Offices caused concern.
4. There was also the moral issue of whether black groups can act as 'agents' in the control of the distribution of the £10 – £12 benefit supplement that Employment Training offers to already disadvantaged black people.

Education and Training

When looking at the educational and training provision of the groups we used the five main objectives and conceptual framework of Watts and Knasel (FEU 1985).[1]

1. Employability
2. Coping
3. Context
4. Leisure
5. Opportunity Creation.

Employability

All of the twenty groups visited had provision for 'employability', that is skills and knowledge which they offered increase the chances of finding and keeping a job. English as a Second Language and Basic Skills (oracy, literacy, numeracy) were a feature of some of the schemes.

Asian Unemployment Outreach Project provides ESL for the Unemployed and English for Jobseekers, whilst Bano Mahal and SHAMA women's centre has ESL support incorporated into their training schemes. Black Action Group, Charles Wootton Technology Centre and ASHRAM provide basic literacy and numeracy for the unemployed, Project Comtran offers a 'Translation and Communication course for Adult Unemployed Asians' who want to improve their tfanslation and communication skills to work in council departments where they are currently underepresented.

The 'Preparatory Course' at Charles Wootton Centre for Further Education was specifically designed for unemployed people and is very successful in confidence-building and preparation for jobs and higher education.

CETA, SADACCA, Project Comtran, Charles Wootton FE Centre and Steve Biko Youth Organisation provide computing and new technology courses, which give the unemployed the opportunity to gain up-to-date skills and tap into the local jobs market. Job search techniques and interview skills training is also provided by some groups.

Coping

'Providing the unemployed with knowledge and skills will help them to cope with being unemployed'.

SADACCA, JIPAC, CETA, SHAMA Women's Centre, ASHRAM and AUOP provide welfare rights, housing benefits, redundancy and unemployment benefits advice for the unemployed. ASHRAM also provide D.I.Y. courses for unemployed locals, which give them the basic skills necessary to carry out repairs in their own homes.

Context

'To help the unemployed to understand the extent to which the responsibility for being unemployed lies with society rather than with the individual'. All groups offered this provision to participants on their schemes.

Leisure

'To help the unemployed to make the best use of their increased leisure time'. Again most groups offered facilities, specifically:

AUOP runs a pottery class for the young unemployed; JIPAC provides drop-in centres with subsidised meals and cookery and dress making courses; CETA provides sports facilities for the young unemployed.

Opportunity creation

'Enabling the unemployed to create their own livelihood'. KCETA and Project Comtran provide business development courses which involve marketing, bookkeeping, financial planning and management and co-operative development training. SADACCA, ASHRAM, BANO MAHAL, SIMBA, BLACK ACTION GROUP and SEMBI all have provision which gives business advice and encourages business enterprise for those wishing to set up their own businesses.

Bristol Black Business Association was established to promote and provide a range of services for minority ethnic owned firms, businesses or companies operating within the County of Avon. The Association also lobbies for the interests of black business people and acts as a leverage to help secure access to funds.

Conclusions and suggestions for visit two

On the basis of the first visit and the information collected the following groups did not appear to meet the aims of the project. They were not visited a second time, for the reasons stated:

1. Brent Black Music Co-op, Joint Indian, Pakistan, Afro-Caribbean Centre (JIPAC), Black Starliner Community Project and Bridge Park Centre did not provide education and training for the unemployed.
2. SIMBA and Sheffield Ethnic Minorities Business Initiative were statutory projects.
3. ASHRAM was a white-led project.

The information gathered during the first visit suggested some key criteria which may be used for selecting groups for a second, namely those groups making provision for:-

employability;
specific ethnic minority groups;
specific age groups;
needs of women;
business enterprise.

The following groups were selected on the basis of the criteria:-

1. Kirklees Community Enterprise Training Agency (KCETA)
2. Charles Wootton Centre for Further Education
3. Afro-Caribbean Association for Economic and Social Security (ACAFESS)
4. Shama Women's Centre
5. Sheffield and District Afro-Caribbean Community Association (SADACCA)

6. Bano Mahal
7. Steve Biko Youth Organisation (SBYO)
8. Bristol Black Business Association (BBBA)
9. Community Employment Training Agency (CETA).

Analysis of visits in Phase 2

Needs Analysis

It was found that the groups generally determined their education and training provision by ascertaining the needs of learners and prospective employers. In one group however, training provision was made solely on trainees' demand.

There were some similarities in the way 'needs analysis' was carried out. In all the groups visited 'needs' information was derived from knowledge of the local area and informal ways such as personal contact with the community and clients.

Two groups monitored local developments in technology and business fields by going to business fairs and forums and being on relevant mailing lists. In this way they were able to ascertain what new skills people might need to increase their employability.

Surveys

Five of the groups visited carried out formal and informal surveys to get some idea about the kind of provision people wanted. SADACCA for example found that people wanted to pick up on where the education system had failed them through 'academic courses in Maths and English'. There was also a demand for Information Technology and Computing courses.

In addition to surveys, ACAFESS and CETA also used local Community Relations Councils' reports on employment and employers' reports to build up a picture of the provision needed.

Charles Wootton Centre for Further Education had a field worker responsible for identifying the needs of the community through street interviews.

Local Initiatives

In two of the groups visited local initiatives were taken to establish the needs of black people. KCETA was given responsibility by the City Council to make provision for Positive Action Training Scheme for training black people for jobs in Council departments where they were under represented.

Charles Wootton Centre for Further Education was established as an inner city study experiment to enquire into the educational needs of black people and to provide an alternative education for black adults for whom the conventional education system had been a failure.

Aims of Provision

A common aim of all the groups visited was employment. Some prepared students for further and higher education — as well as catering for recreational and social interest. Three groups also offered preparation for self employment.

Range of courses

There was a wide range of provision for unemployed adults in the groups visited. Business Advice/Development, Office Skills and New Technology were among the courses on offer in both regions. Other courses included Sewing, Community Education, Community Development, Electronics, Catering, Carpentry and Basic Skills. Many of the groups also linked the training to basic educational inputs and, where necessary, ESL, to boost the confidence of trainees.

Validation of Courses

Five of the groups visited had courses validated by formal examining bodies such as the Royal Society for the Arts, City and Guilds, East Midlands Further Education Unit, BTEC, GCSE, London School of Commerce Institute, South Yorkshire Open College and Sheffield University.

Course Certification

There had been a range of certificated courses, non-certificated and self-certificated courses. The certificated courses were quite structured and constraining. This was because they needed to cover specific and externally determined syllabuses. To overcome problems experienced by students on college courses, KCETA offered one-to-one help in the centre in the evenings.

SADACCA ensured that course content was well informed by tutors having contacts with local colleges and the local community. Courses were therefore 'properly structured, while ensuring the needs of the community were taken into account'.

Course Flexibility

The non-certificated courses and training programmes were good examples of student centred provision. They were arranged according to the needs of the learners.

Bano Mahal designed courses to accommodate all abilities. Therefore students were able to work at their own pace whilst developing the skills required to work in industry.

SHAMA Women's Centre offered a three session day which included an evening session. This provision accommodated women who were constrained by their children's school timetable and other domestic arrangements. The group was also flexible in relating the length of the training to individual ability. This resulted in better use of resources.

Fees

Where costs were not covered by specific external funding such as Employment Training, all the groups visited took the 'limited budgets' of the unemployed into account. Six of the groups visited offered all courses free of charge to the unemployed. In some cases travelling expenses were paid. Other projects offered concessionary rates to the unemployed.

One of the groups operated the '21 hour rule' which enabled their unemployed participants to claim benefit while on training.

Creche

Four of the groups provided creche facilities of which three were free of charge. One group provided creche facilities for school going children in the evening session.

Work Experience

Some of the groups provided work experience for their students which enhanced their employment prospects. One of the groups sent their trainees for work experience in the local Council departments. 'The object of this is to learn all the areas of work of that department and develop appropriate skills for that occupation area' (Co-ordinator KCETA). The trainees also attended an appropriate day release course at a local college to obtain a recognised qualification, suitable to their needs. Charles Wootton Centre for Further Education sent Medical Secretarys' Course students for work experience in hospitals and GP surgeries.

Implementation

Implementation presented problems for many of the groups. Some of these problems included unstable funding, withdrawal of funding, rigid regulations from funding bodies and age restrictions.

The co-ordinators of one of the groups said, 'we didn't put in another bid for European Social Funding (ESF) because of the rigid regulations such as age restriction and excessive administrative conditions imposed on us'.

One project informed us that they were unable to run several of their courses due to changes in funding since the introduction of Employment Training (ET). The co-ordinator argued that the loss of block funding meant they were unable to pay some tutors.

A tutor in one of the groups told us: 'It is much too short to be of any benefit. On ET for example if it is three months from basic then they are very limited in the kind of skills they can build up'.

Charles Wootton Centre was under a further threat of losing its funding from the City Council due to a dispute over the group's possible receipt of Employment Training funding, of which the Council disapproved. Because of the dispute the Centre was receiving interim funding from the City Council. The Training Manager of one group suggested that '...their students will face a financial cut in moving from Community Programme to ET'. It

was further argued that 'this low financial incentive will affect the training programme offered by creating apathy and lack of motivation'.

CETA expressed the view that the transition from Community Programme to Employment Training had been much too fast and provided little time for adjustment. The manager said that 'the main benefit of joining Employment Training is that the courses are certificated'.

A management committee member expressed the view that 'the type of training possible under ET could be quite good and beneficial but the limited money for the trainees would remain a problem'.

Recruitment

Recruitment of trainees did not appear to be a problem for the groups. Many of them claimed to have waiting lists for their courses.

The main recruitment strategy was through word-of- mouth. This usually came from previous students and trainees and through links with other organisations in the locality. Bano Mahal and other groups had occasionally advertised their project in the local press and radio or enjoyed free media mention.

Staffing

All the projects maintained that it was important to employ black staff because they were vital 'role models' for students. What is more, they could accommodate a range of cultural needs and offer bilingual support to students where necessary. One of the co-ordinators said: 'We are perceived by the community as a black organisation and would like to keep that image by having black staff'.

A number of projects reported that they had experienced problems finding black tutors but did not see employing white tutors as a problem. One co-ordinator commented: 'I don't think there is a problem employing white staff if they are working within a very tight framework'.

Teaching Methods

Certificated courses were classroom based and structured, partly because of the need to complete a syllabus and prepare for examinations. One group said that 'classroom based classes were what people wanted'. At Bano Mahal and SHAMA the tutors varied and adapted their teaching strategies to suit the needs of the class. However the model was the adult classroom rather than the schoolroom, and informal exchange between equals was the predominant mode. Established groups gained much from the 'hidden curriculum' of implicit, supportive messages and negotiated learning strategies.

Teaching Material Development

Some of the groups used teaching materials developed by other agencies. One of the groups commented that 'it was not necessary to develop our own materials since there were some very good materials already available'. A

range of teaching materials and visual aids were used by the group; including videos, charts, computers and tape recorders. Several groups had informal staff development activities designed to enhance curriculum and teaching styles.

Assessment

On certified courses the students' progress was assessed formally through exams. Six of the groups visited kept portfolios and personal achievement record files on their students.

Guidance and Counselling

Informal guidance and counselling was available to students in all the groups visited. Groups encouraged students to ask questions and approach tutors wherever necessary. Staff were available throughout the course to support students and make them aware of any opportunities available locally.

At KCETA the provision was made through specially trained staff from the Citizen's Advice Bureaux and Careers Offices. At the beginning of courses, careers officers gave talks to trainees about 'the options open to them after they have completed the courses'. The co-ordinator said that 'this seemed to be a good practice in that students are not lost, they know what is waiting for them after the course ends'.

Representatives from Citizen's Advice Bureaux were also invited to explain the implications of welfare benefits.

The Co-ordinator also pointed out that 'before joining the course, students were given an induction session. So if somebody feels it does not meet their needs they can leave without wasting time'.

One of the group's co-ordinators told us: 'Information on employment rights is given to trainees so that they should not be exploited and can argue their case for wages and for a healthier working environment'.

Talks from doctors, specialists in Community Medicine and midwifery were given at regular intervals on the Medical Secretarys' course to help students decide which areas of work to specialise in.

Voluntary Workers

The services of additional voluntary workers were available to two of the projects visited. Volunteers were used in the creche and to help out with one-to-one work alongside tutors in a maths workshop.

Contact with Colleges

There were varying relationships and experience with colleges amongst the groups visited.

A Management Committee member said that 'there is no settled policy on links with colleges'. However they had informal links with the six Tertiary Colleges in Sheffield.

Some did not attempt to reserve places on vocational college courses for their students, suggesting that: 'people were more interested in dealing with their immediate educational needs, for example obtaining GCSEs in Maths and English'.

A member of Bano Mahal said: 'We have attempted to reserve places on college courses for women completing the course'. She told us that this had been agreed by colleges but had not been developed or taken up by the programme participants. She argued that women often have the necessary skills but no 'paper' qualifications. Some have qualifications from their own countries which are not recognised. One co-ordinator said that 'links with colleges are not particularly desirable and worthy of being copied since 90% of blacks in the area don't use the college facilities'. He argued that, 'for colleges there is more money to be made from foreign students and locals lose out!'. He suggested that the colleges are consequently 'not responding sufficiently to the needs of local black communities'.

Links with other institutions

SADACCA illustrates some instances of good practice concerning links with other organisations. As well as links with colleges, there are links with three other Community Groups also catering for the needs of the black unemployed. A course providing a Certificate in Community Education was run jointly with the continuing Education Department of the University of Sheffield.

Their Management Committee member argued that 'their relationships with the colleges and University were good', but they were keen that the course 'should not become isolated from the community'.

Monitoring

FEU considers monitoring essential to good curriculum development and practice. However we found that monitoring is seldom carried out adequately because of difficulties over resources, timing and expertise.

Additionally some providers do not appear to recognise the need for an information collecting system because of the small size of their organisations (Chadwick and Legge, *Curriculum development in the education of adults*, FEU, 1985).

In the groups visited, evaluation and monitoring were carried out in different ways depending on the local situation, time and resources.

Three main views appeared on monitoring:

1. Formal monitoring could not be done because of lack of resources, time and staff.
2. One group in particular suggested that formal monitoring would not be carried out because of 'its infringement into the privacy of learners, 'who as a result of previous experiences of racism are not sure of the use to which the information acquired will be put'.

3. That the best method for monitoring was by informal means such as feedback from individuals. One manager said: 'We want to create an atmosphere where learners should come back and tell us about what they are doing'.

Additionally, the close-knit nature of the local black community usually meant providers were aware of outcomes by:

word of mouth about who has got a job;

requests for references and/or verification of course participation and completion, and;

people returning casually and talking about what they are doing.

Some groups argued that this process gave a good indication of the progress of students.

Evaluation

When asked about their perceptions of their success, all groups visited considered themselves to be 'fairly successful' and were 'known in the locality' and 'amongst the black community'. Many saw themselves as successful because they were making very important contributions to the needs of blacks.

Informal feedback from the community was also seen as a 'good indication of success'. One group visited had its course formally reviewed by the Royal Society for the Arts and London Chamber of Commerce Institute because it was used as an examination centre. One of the co-ordinators told us that 'in order to review courses adequately trainees were given an end of the course evaluation sheet asking for details on the suitability of content of course, structure, tutor, creche and venue'.

The same group also held group discussions with trainees. They were encouraged to have their own group discussion and provide feedback to staff on issues concerning the course provision and curriculum.

There were two main outcomes to courses: employment and entry to further and higher education.

Employment

The most common outcome was employment. Trainees found employment in a variety of jobs including work in council departments such as social services, education, leisure, health, finance and housing.

Other areas of work included employment in the sewing and knitwear industry, office work, community care, GP surgeries and the public services.

Entry into Further and Higher Education

The Charles Wootton Centre for Further Education was particularly successful in getting students into higher education.

In *1987*, The Centre had the following successes:

Two former students gained BA Hons Degrees at Liverpool University.

Three students were admitted to a BA Sociology course at Liverpool University

One students was admitted on a B.Ed. course at the Liverpool Institute of Higher Education

In *1988*

One student gained a BA Hons degree at Liverpool University.

These students started their courses at the Charles Wootton Centre with no formal qualifications.

Self-employment

Bristol Black Business Association has helped members of the local black community to set up their own businesses. These have included a nursing agency, a construction company and a catering business.

Support Systems

All the groups received support from at least some other agencies such as colleges, polytechnics, other community services, Citizens Advice Bureau, career offices, health departments and City Councils.

These agencies helped black unemployed adults financially by giving them advice and guidance on benefits and on how to get places on the courses at Colleges and also how to improve their chances of employment through work experience. For example KCETA had places reserved for students at local colleges. They also organised work experience for them in the Council departments.

Conclusion

The success of the community based black organisations seems to lie in their informal approaches, good community relations, personal contact, knowledge of local situations and above all, in creating an atmosphere different from the that of bureaucratic formal institutions.

General principles of good practice emerging

All the groups visited exhibited the four processes in the FEU Curriculum model. However, community based groups were run and organised in some ways differently from the formalised institutions in which the model is used (see *Opening Doors*, FEU 1987). Black community groups often catered for the welfare needs of their clients as well as any cultural and linguistic needs they may have. The ethos in these groups is different to that found in formalised institutions even though much of the provision is the same as that offered in Further and Tertiary Colleges.

A co-ordinator at one of the groups visited pointed out: 'There is an emphasis on creating a relaxed atmosphere where people will want to come

back'. Another told us that '...we want provision which does not have the same kind of constraints as colleges or other formal institutions'. It was argued that planners, providers and learners are 'all on the same side'.

In one group visited students had monthly meetings with management committee members to discuss any changes needed or problems they were having.

Informality and Accessibility

No formal appointments were required when talking to tutors, co-ordinators or management committee members. Projects encouraged students to approach tutors. Whilst we were conducting our interviews, there were interruptions by students or tutors coming in to talk about a class or their own problems. It appeared that everyone felt free to approach staff wherever and whenever necessary.

Culturally relevant

Groups take the existing 'cultural position' of the people on its courses and move them into the mainstream of provision. Bano Mahal allowed the women to sew Asian garments familiar to them. The tutors were bilingual so could explain unfamiliar words or technical terms. At the same time, however, the women were being equipped with the skills they needed to work in the industry generally.

Specific Instances of Good Practice

Steve Biko Youth Organisation provided classes between 10.00 and 14.30 so that people with children could take them to school and pick them up. Bano Mahal allowed women to arrive slightly late and leave a little early in order to take children to and from school. Flexible sessions were also provided.

Bano Mahal took women who have never worked, or worked only in the home, into factories to familiarise them with the kind of atmosphere they could expect at work and tasks they would be required to do.

Information access, provision of social facilities, advice and counselling to unemployed people were provided in an informal way with the minimum of cost or free to clients.

Guidance from supporting bodies such as CABs and careers offices was also available at the beginning of courses and often right through them.

Individual help on a one-to-one basis was provided by ACAFESS and KCETA.

Informal teaching methods such as group discussions were the main teaching and instructing strategies used. There was also good collaboration between learners and providers in most of the projects.

At KCETA help was offered with form filling, preparation of CVs and interview skills. Other groups visited also offered some of these services.

It was often pointed out that the self and group perceptions of the black community were enhanced by seeing black staff managing and tutoring projects aimed at helping black unemployed people to get back into work.

The Way Forward
Phase 3

Following the analysis of Phase 2 it was confirmed that six projects be investigated in depth, looking at their aims, methods and specific educational and training objectives. We sampled approximately five students from each project to determine:

whether their needs are being met?

why they opted for black-led rather than mainstream provision?

their perception of the success of the projects.

Data was to be collected by use of semi-structured interviews, questionnaires and observation of the schemes in operation. Location, type of premises, curriculum, staffing, methods of organisation and training outcomes were also to be examined. In particular the following factors of group operation and organisation were identified to be examined:

a. Staff support (something which has not been examined in depth earlier in the study.)

b. Different teaching/learning strategies.

c. Who are the planners of the curriculum in groups visited?

d. Examination of how much control the groups have over the content of courses.

e. Record keeping methods and assessment.

f. Staff development and any other staff training.

g. Support systems at both structural and organisation levels.

h. Efficiency of monitoring systems used.

Because of the changing nature of the circumstances of the groups it was not possible for all six of the studies to be undertaken. Eventually the following groups were chosen:

Afro-Caribbean Association for Economic and Social Security Ltd. (ACAFESS) Birmingham.

The Kirklees Community Enterprise Training Agency Ltd. (KCETA) Huddersfield.

SHAMA Women's Centre, Leicester.

Sheffield and District Afro-Caribbean Community Association, Sheffield. (SADACCA).

Steve Biko Youth Organisation (SBYO)

Because of the problems being experienced by the Charles Wootton Centre it was not possible to conduct a case study there but the Centre allowed us to have access to their own independently conducted study which, with their permission, is included here along with the five studies conducted by the research team. Its findings are incorporated, with all others, in the conclusions and recommendations which follow.

Appendix

1. Sheffield and District Afro-Caribbean Community Association (SADACCA) 48 Wicker, Sheffield. S3.
   Contact: Mr Seaton Gosling — Management Committee Member.
2. Bano Mahal, Hutton's Buildings, 2 Orange Street, Sheffield, S1 UBW.
   Contact: Mrs Bimla Sharma — Sewing Tutor.
3. Steve Biko Youth Organisation (SBYO), Parker House, 144 Evelyn Street, Deptford, London, SE8 5DD.
   Contact: Mr Orlando Belgrave — Co-ordinator
4. Bristol Black Business Association (BBBA), 9 Lower Ashley Road, St. Agnes, Bristol, BS2 9QA.
   Contact: Mr Les McDonald — Training Manager.
5. Asian Unemployment Outreach Project (AUOP) Montefiore Community Education Centre, Hanbury St/Deal Street, London, E1 5JB.
   Contact: Mr Ricci Defreitas — Centre Director.
6. Black Action Group, 53 Bedford Hill, Balham, London, SW12 9EZ.
   Contact: Ms Maxine Estien — Co-ordinator.
7. Haringey Women's Training and Education Centre (HWTEC), Former Somerset Lower School, Lordship Lane, Tottenham, London, N.17.
   Contact: Ms Scholastica Gwaze.

Chapter 4

Conclusions and Recommendations

The over-riding conclusion from all stages of the project is the immense and unpredictable diversity of purpose, structure, curriculum and organisation of all groups and the parallel diversity of their clients. The very size of groups varied enormously — from eight to twelve students a day to one hundred and sixty a day. Some groups focused heavily on basic literacy and routine occupational skills; others trained for high technology occupations and offered pre-higher education studies.

Yet confronting this immense diversity were remarkable similarities in teaching styles, ideology, supportive relationships and 'consumer led' approaches. Indeed the overriding characteristic of all the groups was that they 'were on the same side as the students', starting where the students were and taking them forward to where they wanted to go. Overall the picture is dramatically different from that presented by most statutory institutions delivering teriary and adult education where, essentially, the student contracts to accept what is provided by the institution — largely determined on the institution's own terms.

Yet despite these overall diversities and uniformities there was a range of important issues which emerged through our analysis and these are summarised in the conclusions that follow. In the light of these conclusions we offer a number of recommendations addressed to specific bodies.

1. Support Systems

An overriding issue in all groups was the problem of financial support. In no group was there security; in most there was constant and distracting anxiety. This arose despite, or even in some cases because of, support from the Manpower Services Commission (subsequently the Training Agency), the local councils, the European Social Fund and various charities.

Specific problems varied. SHAMA was turned down for MSC funding because it catered only for women. The stringent requirements of the European Social Fund caused difficulties for several groups. The problems of

Charles Wootton were particularly severe. Withdrawal of funds from Liverpool Council following an alleged involvement in the Toxteth disturbance led to a successful search for funding under the Employment Training Scheme. However this exacerbated the problems with Liverpool Council because of the Council's opposition to the Employment Training programme.

More generally, the introduction of the Employment Training Scheme to replace YTS and other MSC schemes in September 1988 presented major problems. Payment became directly related to the number of trainees attending and the pressure for numbers and greater formality was contrary to the purpose and style of many of the groups — as was the strategy of predominantly 'off site' assessment imposed by the Training Agency agents (though Employment Training was warmly received by SADACCA). Many groups also objected to the way in which they were obliged to be part of 'control systems' that determined whether trainees received the £10-12 per week supplement to benefit payable whilst undergoing training.

Closely linked to the financial pressures were those of accommodation. Because of the lack of long or even middle term security, good, attractive premises were unavailable for most groups and dilapidated, short life accommodation was all that was available; often property that was uneconomic to redecorate or refurbish. Despite a good deal of self help, premises were unattractive and inhibiting to the image the groups needed to facilitate their success and that of their members in a wider community. For similar reasons, loans for premises were virtually unobtainable. Very few of the groups had facilities to accommodate disabled trainees, particularly people with mobility difficulties. The groups were housed in buildings with many stairs and few lifts. Only one was able to make provision for visually impaired trainees and only one other, catering for women, had access for disabled trainees.

2. Values

Values were also a source of considerable pressure on the groups — but an area in which considerably greater success was achieved. All groups faced pressures to conform to a range of external values: the needs of industry, the political orientations of national and local government and the rewards offered — in terms of jobs and funding — were attractive. Yet groups were consistent in remaining true to their central purposes — the creation of a positive self-image of black people in which self-fulfilment and self-determination were crucial. Even in groups that focused sharply on occupational training such as Bano Mahal, overriding values were strong and clearly visible at all times.

The ideological greatly enhanced the ambience and culture of the groups. 'Being all on the same side' has already been mentioned but also evident in our discussions with staff, students and management were the feelings that the groups offered places of cultural relevance, of special privilege and even of sanctuary.

3. Management and Organisation

Members of Management Committees and Boards of Directors were, in general, local individuals who seemed to have expertise and experience to bring to the organisation and running of the groups. No training was provided for them; it was assumed that most came with particular areas of expertise and so it was unnecessary.

The roles of Management Committees and Boards of Directors were wide ranging. They included:

negotiating funding;

overseeing the running of the groups, dealing with general staff problems and feedback;

liaising with outside agencies, guiding implementation of policy;

ensuring that aims and objectives were met.

There were no set criteria in the groups about how often the management should rotate or otherwise change. In one group the full Management Committee had actually resigned and arrangements for replacements had to be made *ad hoc*. In another all tasks were divided between all staff as equally as possible and all issues were discussed by all members present.

The diversity of management and organisational tasks has already been noted; not least the acute management problems caused by funding difficulties. There were many accounts of specific management crises — comments like 'no one is able to look after the Centre this week', 'the programme has to be closed' (Moss Side Link Project), 'heavy staff loss': were typical. The problems of delivering a vast range of tutorial work from basic literacy to pre-higher education courses were immense.

The essential client-led 'bottom-up' decision making strategy, evident in all groups, made strongly directive management difficult. In consequence, management and organisations were often unstable; few Management Committees had enjoyed stable membership so were on occasions seen by outsiders and sometimes even by members as inefficient. Yet most of the groups 'got by' and usually found a survival strategy when threatened by crisis. Indeed the subtle sophistication of the management of crisis by management through crisis would repay closer inspection. We would argue that this is itself an enduring and widespread management strategy of very many organisations.

4. Delivery

The diversity of provision has already been emphasised. It was varied in the types of courses on offer and the number of subjects provided. One of the groups offered a wide range of courses under Employment Training, including printing, catering and music; others were more limited. One of the groups offered a positive action training scheme, another new technology office

skills and one of the women-only groups concentrated on skills required in the 'rag trade'. Most of the groups ran courses from their own premises though a limited number ran courses elsewhere. The Employment Training Scheme involved many changes, though a number of them were cognate to group objectives. For instance, the recognition of individual needs and the establishment of related programmes with individuals working at their own pace, were on the whole in accordance with existing group practices.

But in addition to courses, the groups delivered a wide range of services to their members that were of at least equal significance. Chief among these was the enhancement of self-image, of achievement and especially of power. This process owed much to the widespread presence of black staff as role models. This strategy of confidence building was at the heart of success of most groups. Linked to this was a range of welfare services which were highly supportive. These included creches, sporting and leisure groups. More generally provided, but of crucial importance, was the opportunity to make friends by people who had been isolated by long periods of unemployment. Additionally a range of mundane but important facilities were available, such as advice on form filling, job applications, welfare benefits and the like.

Overall, the groups delivered not just courses but also what can be described as a major life enhancement experience which substantially affected the lifestyle and image of the majority of their members.

5. Evaluation

All groups made some attempt to evaluate their work — often through the use of assessed assignments— but the preceding comments on management and delivery indicate the near impossibility of rigorous, fully recorded evaluation strategies of the students and staff. The relaxed timescales of operations and the changing needs of funding bodies, the labour market and the students themselves also inhibited any form of hard edged evaluation.

Perhaps the most relevant evaluation is of job success — most students in most groups obtained employment — usually in areas targeted by the groups — and in doing so often out-performed the overall norms for 'job getting' in their localities. Positive evidence was also found in the activities of students working for credentials. Most groups provided structured or semi-structured certification at the end of most courses. The RSA, NBQ, City and Guilds and BTEC were the main external bodies used to certify courses and training. One group had links with its local university to develop a Certificate in Education. In all these courses success rates were encouraging. At Liverpool the success rates of Charles Wootton for students gaining admission for university courses was particularly well recognised.

Yet another evaluatory indicator was the willingness of some tertiary institutions to help students of the groups by offering reserved, designated places through access schemes and also to assist with tutoring within the groups. However the motivation was occasionally suspect; there was some

underlying fear in several groups of college poaching and 'take over' attempts, particularly as it was known that some of the tertiary institutions were faced with falling roles.

Links with industry were also a measure of success; SHAMA's link with the Leicester knitwear and hosiery industry was the most striking but all groups enjoyed a good measure of support from large and smaller enterprises. There was some indication that this support was becoming more wholehearted as the implications of the demographic down-turn of the labour market became more widely known and the economic advantages of employing black people became recognised.

Some groups were also successful in attracting the support of local Enterprise Schemes and the major banks in facilitating the setting up of business enterprises by students.

6. Course Design

Overall there was little evidence of fundamental initiatives. Rather, courses were adapted from industrial training programmes or academic, business, trade and craft courses at local colleges and used similar books, manuals and other course materials. Only the pace and teaching style were different, though these differences were crucial. There was some evidence, however, that groups were adopting approaches from adult education course design; for instance SADACCA was making use of some of the work of the University of Sheffield's Department of Extra Mural Studies.

7. Staffing

Black staff were a vital part of the provision made by all the groups, although some of the groups had a mixture of black and white staff. Black staff were seen as role models by students in that they were successful black people. Trainees believed that black staff had a vested interest in their success and were also able to relate better and understand any difficulties they were facing; in short people who could help them on the way to improving their prospects.

However the lack of security of tenure and the often low pay available to staff made this policy difficult to implement and at times defeated its objective. Recruitment of part-time staff with successful full-time careers was a partial solution but, at best, marginal in that most of the groups operated with daytime meetings in normal working hours.

Staff training only occurred spasmodically and incompletely. In one group the co-ordinators themselves had to support the cost of any training programmes. However even though many of the groups provided no identifiable staff training, in all there was staff collaboration and joint discussion of relevant issues.

8. Admission Strategies

Access to courses was generally informal, with a minimum of hard and fast academic pre-requisitions. A variety of admission methods were used — again always informal and open. Some groups used interviews to admit students and most adopted Employment Training recruitment as flexibly as possible in accordance with the regulations set out for the scheme.

Some groups targeted specific categories of students such as Asian women wishing to enter the labour market. Most, however, welcomed all unemployed black adults who wished to enter employment or further study or even those who just sought an enhancement of their skills or their lives. In consequence their was no prescribed pattern of age, gender or ability. Recruitment strategies in all groups were predominantly by word of mouth; augmented by occasional notices on community notice boards, by leaflets and posters and, even more occasionally, a mention in local media. On one occasion a pirate local radio station was successfully used to achieve recruitment. Some groups held Open Days to enable potential trainees to obtain more information about courses and generally familiarise themselves with the facilities. Other groups however, felt that an Open Day would have negative consequences because of the poor quality of their accommodation.

9. General

Our conclusions do not cover all aspects of the aspirations, practices and achievements of the groups we studied. Many features of curriculum, teaching, guidance and appraisal — to name but a few — were so varied, spasmodic and even ephemeral in nature that to draw conclusions about them, let alone to formulate recommendations would be spurious. Nonetheless we have been able to proceed to a number of clear recommendations based upon the evidence we hold which we believe to be not only valid but also positive and worthy of adoption and implementation; these now follow.

RECOMMENDATIONS

1. To the Department of Education and Science and Local Authorities.

The most urgent, pressing problem facing all groups is the lack of reliable longer term funding accompanied by the opportunity to use it responsibly. The fear and anxiety arising from present funding practices is a major inhibition on all aspects of the project we studied — the fear of closure always lay around the corner. A Steve Biko co-ordinator spoke of a feeling of being funded differently from white groups. Another from KCETA, commented that high quality of work was no guarantee of funding.

We recommend that the Education Service comes to terms with voluntary groups in the same way that the Health Service has done in recent years through the Joint Finance arrangements, wherein funding for voluntary groups is provided jointly by the Department of Health and Social Security and Local Health Authorities. The results have been dramatic — a vastly more effective contribution by voluntary groups, an influx of new ideas and energy to the statutory service and an overall improvement in the provision of Service that is considerably more cost effective.

The establishment of Joint Finance arrangements in education would have far wider implications than are the concern of this report. But unquestionably the consequences for the groups working with black unemployed adults would be highly beneficial and would secure a vast enhancement of resources and of opportunity and achievement.

Meanwhile we recommend that local councils, through their education services, make considerably greater use of their existing powers to help voluntary groups on a longer term basis than of now and also find ways of extending the freedom of responsible leaders in the use of such funding.

We also recommend that the encouragement and facilitation of manual help and support between the voluntary groups and the statutory educational institutions, polytechnics and universities be prioritised. Inevitably the initiatives must come initially from the established and well funded bodies with offers of staffing, resources, accommodation and access. But voluntary groups have important assets with which to reciprocate — motivation, commitment of staff and students and attractive alternative modes of operation with proven success. As in the Health Service, this co-operation can be innovative, enhancing and cost effective, but only if the voluntary groups can be wholly assured of their continuing independence and their safety from 'take over'.

2. To Industry, Area Training Bodies and the Training Agency

We recommend that the significance of the work of voluntary groups to industry and to the economy generally be reappraised and that far greater recognition be accorded to them. In particular, we recommend that COMPACT arrangements, tentatively being explored in some situations but still largely confined to school/industry schemes, be developed, and that these should involve not only job prospects but also liaison in course planning, delivery, guidance, placement and post-employment follow-up.

3. To FATEBU

As the only co-ordinating body specifically concerned with this field of endeavour, FATEBU has the potential to make a major contribution to development. Specifically there seem to be two immediate opportunities:

a. To provide better information on the work of the projects to a wide public — possibly with help from the National Federation of Self Help Organisations.

b. To generate a range of guidance material for groups — model programmes, draft constitutions for management committees, codes of conduct and, possibly, teaching and learning materials.

4. To Groups

Above all we recommend to groups that they continue to do what they already do well — to provide a supportive, confident, affirmative action base from which black unemployed people can create or recreate their self-image and self-esteem, enhance their job opportunities and go forward.

Specifically we would recommend that groups pay particular attention to:

a. More effective evaluation — particularly through the follow-up of students in work and further education. The evidence in our report almost certainly underestimates the achievements of former students. More effective evaluation can reinforce the attractiveness, efficacy and the negotiating power of groups, providing both an exemplar to prospective students and a message of success to a wider audience.

b. Curriculum revision, particularly in response to the views of students, the communities and the labour market. Done sensitively this will enable groups to be even more effective in meeting the requirements of their students and ensuring subsequent success.

c. The placing of a greater emphasis on promotion. Whilst at the moment there is no shortage of candidates for courses in most of

the projects there are almost certainly many isolated unemployed adults who fail to hear about the projects and yet who could greater benefit from them. This is undesirable and, in an important sense, discriminatory. The opportunity to use the free interest of local media and information services should be explored fully.

d. The development of staff training, however informally. There is not only a general advantage in this but also much to be argued for the development of specialist roles better to serve the need of students. The example of SHAMA's Placement Officer is particularly relevant here.

e. The development of special facilities to help categories of students with special needs. Among these we would include creches, disabled access and focused advisory services.

f. The explorations of liaison with local Councils for Voluntary Service, with a view to obtaining advice on local and national charitable funding and guidance on local support, accommodation and resources.

Overview

The study has indicated how black voluntary organisations are attempting to meet the training needs of unemployed black people in some of the main centres of black presence in England. The focus on good practice and provision invariably related to local industrial needs but also to a wider vision of social mobility and an increasingly 'technocratised' labour market which has often seen the black workforce bearing the brunt of the shrinkage in low level skill employment. High black unemployment has been due as much to the declining market in low-skilled job placements as it is to direct racial discrimination in the work place. This decline has led to the widespread unemployability of that workforce, if it is not offered retraining. Our study sought, therefore, to highlight the strategies which lead to a reduction in unemployment among black people, which is still disproportionately high.

We noted that black people felt most comfortable going somewhere where they were 'accepted' and 'felt secure' and which showed an 'understanding of their culture'. But their needs were very much the same as those of other unemployed people in training — for vocational guidance and counselling, help with getting appropriate benefits, etc. They were also, on occasions, much more reliant on the help of others they believed to 'know the system', often because of factors such as culture and language. These factors created their own 'Catch 22' situations for black people who were reliant on white-led agencies and institutions. Black-led voluntary organisations provided them with a release from such socially constructed constraints.

The client participants in the study pointed out that black-led projects provided them with a more caring environment than they would have had in

mainstream provision. This, they suggested, was due to the culturally sensitive nature of the projects. Such projects were able to demonstrate a familiarity with the clients which was, to them, 'inviting' and 'warm'.

The groups were able to provide, as a consequence of their cultural sensitivity, counselling and guidance that related to their needs and cultural circumstances. Mother tongue or bilingual facilities were available for those who had difficulties with the English language. In the case of female trainees who were also mothers, creches provided cultural continuity. In such circumstances, counselling and guidance became more meaningful. Clients also reported that black-led provision built up their confidence at the time when they felt they most needed it, to help them face 'a racially discriminating labour market'.

Educators have argued that learning is most effective in conditions where the learner feels at ease and confident. In view of the repeated claims about black 'underachievement', it was heartening to find black-led projects demonstrating high levels of success with students — which their clients substantiated.

Most of the clients we spoke to considered the environment and approach to teaching to be the most important factor in their success at learning new skills and returning to formal education. Students often observed that the curriculum presentation was made relevant to their style of learning. They were generally impressed with the tutors' patience and their willingness to work informally on a one-to-one basis. They reported that their tutors paced the curriculum to their learning. Students said they found group discussions and informal classroom settings non-threatening, and this motivated them to work harder.

In short, we have portrayed an area of provision that has a compelling argument for continuity, reinforcement and support. Our recommendations, if adopted, will help to ensure that the contribution of such groups to the economic and social well-being of both the black communities and the white will continue and prosper.

References and Glossary

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Glossary of Abbreviations

ACAFESS	Afro Caribbean Association for Economic & Social Security Ltd
Black	A general term used in the Report to describe Asian and Afro-Caribbean people
BTEC	Business Technology Education Certificate
CP	Community Programme
CRE	Council for Racial Equality
CVS	Council for Voluntary Service
CSCFE	Charles Wootton Centre for Further Education
DES	Department of Education and Science
ET	Employment Training

FATEBU	Forum for the Advancement of Training and Education for the Black Unemployed
FEU	Further Education Unit
KCETA	Kirklees Community Enterprise Training Agency Ltd.
LEA	Local Education Authority
MSC	Manpower Services Commission
NFSHO	National Federation of Self-Help Organisations
NVQ	National Vocational Qualification
RSA	Royal Society for Arts
SADACCA	Sheffield and District Afro-Caribbean Community Association
SBYO	Steve Biko Youth Organisation
TA	Training Agency
YTS	Youth Training Scheme

Case Study No. 1

Afro-Caribbean Association for Economic and Social Security Ltd. (ACAFESS) Birmingham

by Sharon Shea

INTRODUCTION

Unemployment and Ethnic Minority

In an interview with the *Guardian* newspaper in October 1988, the Director of ACAFESS outlined the employment situation for black people in Birmingham:

> Unemployment among the black community in the inner areas of Birmingham ranges from 30 per cent to 70 per cent. There are 250,000 black people in the city, which is one in five of the population. Fifty thousand are Afro-Caribbean and we are the largest group... Being black in Birmingham for a young person between 18 and 24 is extremely difficult and frustrating. There are very few black professionals they can look up to as role models. They are forced into escapism because of the rebuffs they receive from the wider community in terms of jobs and training.

ACAFESS Ltd was formed in Birmingham during the mid-sixties as a black-led organisation aimed to further the economic and social well-being of the Afro-Caribbean community in the United Kingdom. During the 1960s the Association provided a venue for social gatherings, discussions and meetings for immigrants from the Caribbean and Africa

In the 1970s, ACAFESS extended to deal with housing, employment and immigration problems of the black community in Birmingham. Gradually its work extended into education and training and ACAFESS eventually become predominantly a training establishment.

Community Programme

In 1980, ACAFESS Ltd was established as one of the first voluntary sector Manpower Training centres in Birmingham and operated as an agency under the Manpower Services Commission (MSC).

The group pioneered and developed a specialised Vocational Training programme designed to provide young people and adults with new skills and re-training to improve their access into the labour market.[1]

With its Community Programme (CP) scheme, the group achieved a placement of 70 per cent of its trainees and clients into full-time employment and the remaining 30 per cent went on to further education.

The Director of ACAFESS noted that 1987/88 was the most successful year since the scheme started, with 250 trainees completing training. An award ceremony was held for them in Birmingham City Council house and the Chairman of the Commission for Racial Equality was among those who attended.

The 250 young people on the scheme were paid £67 a week over the twelve months during which they learned a variety of new skills ranging from carpentry and re-upholstery to electronics and computing. Most of them were Afro-Caribbean, although more white youngsters were joining, attracted by the high job placement of trainees.

Employment Training (ET)

With the introduction of a new Adult Employment Training Scheme (ET) in September 1988, ACAFESS was granted the status of a Training Manager. The Employment Training Scheme provided the major income of the group and made up some 95 per cent of their activities. The group was also involved in other areas of work, but had to generate its own income in order to fund them.

ACAFESS Community Trust

The primary aim of the Trust was to create a base for economic regeneration in the Afro-Caribbean community and it sought to unite those who believed that the under-representation of black people in the mainstream of British economic and professional life should be remedied. A wider ranging ten year plan was designed to enhance the educational and business opportunities available to those members of the community presently most disadvantaged. The Employment Sponsorship and Training scheme of the Association was aimed at recruiting and encouraging talented young people to take up training in the mainstream professions such as banking, law, accountancy, the civil service, management and medicine. This was open to any young person aged between 16-30, whether employed or unemployed. There were a number of sponsorship packages which allowed the trust to award scholarships, bursaries and grants to students as an incentive for young people to pursue further and higher education. The scheme was aimed primarily at

black people but not exclusively so. Other disadvantaged groups were able to apply.

Criteria for entry to sponsorship scheme

1. Pursuance of 'A' Level or equivalent courses;
2. Possession of the relevant academic qualifications to meet university/college entry requirements;
3. Undergraduate already at university/polytechnic/college;
4. Undertaking graduate studies.

ACAFESS generated its own funding for the community trust scheme.

Overseas projects — Belize, Sierra Leone

In September 1985, the Lord Mayor of Birmingham formed a committee of people interested or involved in the welfare of young people, particularly the unemployed. This became the foundation of the Lord Mayor's Youth Initiative Scheme. The aims of the committee were to create opportunities for young persons, especially from the inner city, who had received training from MSC schemes and were now unemployed, to take part in practical social work projects to aid Third World countries.

ACAFESS participated in the scheme and had a group of young people sent out to Belize to build a hospice. Further projects were also undertaken by the organisation in Sierra Leone, West Africa and Central America.

Jazz Club

The ACAFESS centre is used for a variety of community initiatives. It also housed a Jazz Club and Social Club at the weekends and evenings for the use and entertainment of the wider community in Birmingham.

Group Organisation

The group had three sites. The Moseley Road site is the largest, with offices, in-house canteen/restaurant, workshops and classrooms.

Since taking on the Employment Training Scheme it has been transformed from a predominantly black organisation to one which is more racially mixed. This was because it had to accept all referrals from the job centre or Training Agency.

The Manager did not see this as a problem however. He observed that:

> The Acafess concept has always been multiracial. In 1980 when I joined the company it was about 90 per cent black with one or two white supervisors. Now, since Employment Training it's changed' the figures are approximately 43 per cent black, 43 per cent white, 10-12 per cent Asian and 5 per cent other.

> The take-up by men is also higher with 24 per cent women to 76 per cent men'.

Recruitment Methods/Publicity

Clients for the ET scheme are generally referred to ACAFESS from local job centres via Restart interviews and from local training agencies on the basis of skills they require from their Action Plan. As the Manager said:

> Basically we are taking in anybody the training agency will refer to us, which means that the grade of person coming in could be from somebody with a degree to somebody who can't read and write.
>
> On ET the upper age range seems to be taken on quite a lot. I mean we've got trainees past their 50th birthday and certainly well into their 40s but there are still a fair amount in their 20s.

As with the other groups visited for our fieldwork, the places on the ACAFESS course were promoted by a variety of advertising media. In the case of ACAFESS, local radio was particularly effective in recruitment.

> A lot of recruitment is by word of mouth. At the beginning it was very low on numbers and we paid a considerable amount of money to a black pirate radio station, to do advertising over eight weeks. That did bring in a big influx of people. *(Manager)*
>
> It was a good idea advertising it on the radio, stacks of people listen to that station. It's very popular — it's probably the best way of doing it. *(Trainee)*

Courses Organisation

Trainees were given basic job-related skills training with the Training Manager then found a placement with a local employer, where these skills were developewd even further to enhance employment opportunities. Remedial provision was incorporated into the scheme for trainees with literacy or numeracy difficulties. Trainees were encouraged also to gain or work towards gaining credits towards nationally recognised vocational qualifications.

Programme review meetings were held on a quarterly basis to examine the action plan initially filled in by trainees at an assessment centre. This provided information to supervisors about the individual trainees' requirements and goals. Supervisors occasionally undertook whole group classroom work. Generally, however, the emphasis was on the individual trainees' working at their own pace towards acquiring the skills they required for employment in their fields. They worked on a variety of basic skills and attempted their own projects independently. The comments below, from a number of supervisors, are representative of the approach.

> I can leave them and go out and know that they won't all be sitting about, but working on their pieces because they want to get it done. I like to leave it to them.
>
> They have short courses/projects and then they plan their own work.
>
> There's a programme which each client has to go through — it's linked up to NVQ.
> They are not really supposed to be here doing a course. The main thing is placement and work experience.
>
> I've just set out my course along City and Guilds guidelines.
>
> Most of them know what they want to do but are in doubt as to whether they can do it.
>
> They have their own goals and after a few months they have the confidence to try and do it. They all form goals about what they want to do and it really cheers them up when they do it.

Supervisors had to organise courses which catered for all levels and abilities as well as providing the required work skills. This did cause problems in setting up courses, as one Manager observed:

> The client group is a major problem in that they all come in at different levels and different grades and at different time of the year. That makes it difficult for the supervisors to be able to set a course.

Course Qualification Awards

At the time we visited the group, the ET scheme was in its tenth month. Some difficulty was caused by the wide range of ability among the trainees taken on. This was compounded by the changing criteria and additional paperwork for those involved in assessment and qualification awards.

Additionally, the National Vocational Qualification (NVQ) award was causing confusion. There was a mixture of reactions and expectations from supervisors and trainees and some confusion as to what the end result of the course would be. There were complaints about organisation and clarity. In the words of two supervisors:

> The trainees will lose out in the long run. I mean these NVQs haven't been properly organised, we haven't been advised on them yet.
>
> I'm not always clear myself, since it's the first year.

National Vocational Qualifications

The National Council for Vocational Qualifications (NCVQ) has had national responsibility for the provision of vocational qualifications through the creation of the National Vocational Qualification framework. It is the aim of

the Council to make the NVQ Level 2 'as familiar a part of our qualification language as expressions like 'GCSE' or 'A' Level have been'.

Assessment Methods

A major objective of the programme is to increase access by individuals to qualifications in order to:

1. encourage more people to participate in vocational education and training;
2. encourage continuing learning and updating throughout life;
3. recognise competence in work activities, however and whenever acquired.

> Yes, it's all in their own time. They will have to do various competences and we note how long and how many attempts it has taken them to do it. *(A supervisor)*

> We hope to get the City and Guilds out of it but whether it will come... I'd like to go further with it. *(Trainees — group discussion)*

Black trainees had set ideas about paper qualifications and what benefit they would be to them:

> We're all looking towards trying to get the City and Guilds. Any qualification is beneficial. You can learn as much as you want but unless you can hold up a piece of paper in black and white they are not really interested. *(Trainee)*

> This is much better than the Community Programme in terms of certificates. *(Trainee)*

> ET has forced us into providing certification now and that is a good thing. *(Manager)*

Hidden Successes

Trainees and supervisors indicated a number of the benefits in being involved in a black-managed group like ACAFESS. In the words of some trainees:

> I was really shy when I came along I didn't talk to anyone but it really brought me out of myself working in such a close environment. I enjoyed the work, made friends and really came out of myself.

> Having to get out of bed in the morning! After being out of work it's hard.

> Friends and social life I think, it isn't easy bringing up kids by yourself and stopping at home after they have gone to school.

> It's a nice atmosphere working here and I like that.

Links with Employers and Colleges

ACAFESS no longer had links with colleges. Trainees were based at ACAFESS for basic skills training and spent time with an employer on placement.

Work placement allocation had been one of the main problem areas for ACAFESS over the ten months that the ET scheme had been running.

Placement officers were employed to 'cold canvass' for prospective employers. This involved telephoning employers in the locality, explaining the scheme and establishing that they were prepared to take on trainees. Employers who agreed were visited by a placement officer, who gave them more information about the scheme. Care was taken to ensure that prospective employers would not exploit trainees and that proper training was provided and that premises met with the legal health and safety requirements.

The work placement had to be in premises registered as required under the Factories Act 1961, or the Offices, Shops and Railway Premises Act 1963. The agreement signed by the subcontractor and ACAFESS included details of insurance. ACAFESS had come across employers who had specified that they did not want black trainees so required all employers to have an Equal Opportunities Policy.

Trainees were required to complete an induction checklist when they began a placement. They were then regularly visited by the placement officer who checked that work experience progress and that the training indicated on the Action Plan was being provided.

Many of the students experienced difficulties in their placement for work experience. Often this resulted in various forms of exclusion or trainees took action themselves. These included:

Trainees walking out of placement

Trainees not wanting to attend placement because they felt it exploitative.

Older trainees feeling that placement was inappropriate.

Trainees who wanted to build up as many skills as possible at ACAFESS over the year and then found work under their own steam.

Lack of financial incentive.

Worry about the quality of training provided.

Trainees on certain modules had been unable to get placements.

Occasionally the management considered that difficulties of this kind were trainee centred and resulted from the attitudes that were evolving as a consequence of the experience of unemployment, in some cases long term. Additionally, some managers had a different understanding of training, as the remarks of the two below illustrate:

> ET is supposed to be work related and if they just come into the project for the whole time it's not realistic. Because there will still be problems changing over to employment.
>
> Many long-term unemployed people find it difficult to work. They don't like it. But a project is much easier.

Work placement was an important part of the training and this was emphasised by placement officers to all trainees but some trainees had difficulties at times so did not always embrace work placement with enthusiasm.

> The placement is a load of rubbish. There is a big difference between training and working. You go to some of these placements and you're working. Nobody trains you because they are usually working themselves. *(Trainee)*
>
> I've been to a couple, saw them and just said no way. *(Trainee)*
>
> One chap didn't want to go on placement and now he's with Birmingham City Council and he's about 47 years and he had also doubted because of his age and now he's doing really well. *(Trainee)*
>
> The placement officers don't really know us and don't even know our capabilities. *(Trainee)*
>
> Somebody, say from our module, should go on our behalf — they know our capabilities because they work for us. *(Trainee)*
>
> The placement officer is looking at placement from a theoretical point of view, looking at it how it ought to work. But not at the practicalities of it, the psychological effects of people going out and working all day every day for maybe less than £10 a week. *(Supervisor)*
>
> At the moment I would say I still prefer the CP. I mean at least they all have some pay to keep them in their homes rather than just £10, many see that £10 as nothing. *(Supervisor)*

Guidance and Counselling

With the change from CP to ET, ACAFESS no longer provided a counsellor. Guidance and personal help was now provided by supervisors or placement officers if related to placement difficulties.

Trainees reported mixed experiences in the guidance and personal help they received. Some felt a little 'out on a limb' after their assessment interviews and made suggestions as to what could be done to improve matters. Supervisors had views on the best ways to provide guidance:

> I think one of the main things is being close to them, listen to them talking and trying to help them when they come to you. Not to let them regard you as stuck up.

> I do not really want them to see me as a teacher. I want them to see me as someone who will help them if they need help.
>
> Counselling is one of the main things in this job. I let them do the talking, they come to me quite a lot, for some it's an everyday thing for them to talk about what they want to do. Others come when they need it.

The trainees had differing views:

> The supervisor has been very good and has given me help and time off. She's been supportive and is always asking how things are, she's a very caring person and I appreciate that.
>
> They should have appointed a person to see us individually and how far we have gone in our Action Plan and exactly what we need to do to accomplish the things that we put down on our Action Plan in the first place. The appointment should be a person who has got a personal interest, maybe someone from the assessment centre.
>
> We haven't had any guidance about where to go after the course. I'm hoping that my supervisor will help.

Staff and Staff Development

Although trainees wanted help with guidance and counselling, many acknowledged that the supervisors were stretched to the limit. Some trainees picked up skills from other trainees. Their criticism was not of the way ACAFESS ran the scheme but of the way it had been shaped by the government's ET regulations.

Some of the supervisors had been trainees themselves and were able to empathise with trainees.

In its annual report, ACAFESS noted what trainees had said about their staff:

> Many of them have experienced unemployment and know the need to acquire new skills to exploit the labour market and therefore are keen that trainees and clients should succeed.
>
> ET should have been properly organised from the beginning. We expected the supervisors to be trained but even they do not know what they are doing they are off on courses.
>
> The supervisor is really busy; she needs an assistant. I've learned everything from other trainees and by teaching myself.
>
> The supervisor we have is a very good one — she pushes in the right direction.
>
> Oh he's a good teacher, he's excellent. He knows exactly where he's going, he knows his work.

> There should have been two supervisors and there should be more assistance for the supervisor.
> I think if the government is going to set things up then they should set them up right.
> It was really a rushed thing. I mean with modules like this, how can you expect one tutor for say ten people? You need at least another assistant supervisor even coming in part-time.' *(Group discussion among trainees)*

One or two supervisors felt rather overcome by the paperwork and many considered that much of it was unnecessary. Weekly figures for monitoring and monthly reports were required and time had to be taken away from students to get it done. As one Manager said:

> The paperwork has created a lot of work for us. We didn't need to do things like Equal Opportunities because we were always very good on it.

Black Staff

There was a mix of black and white staff at ACAFESS from management through to supervisors, and this was fairly representative of the mix of trainees at the scheme.

From observation, the racial mix appeared to work well. Black trainees did benefit from seeing black supervisors although not all were convinced that it made that much difference. They felt that colour of staff was not as important as the ability to do the job, but did recognise the value of black role models.

> For young black people like myself black tutors can show you that it is not impossible to be a tutor.

> When I came here it was really nice. I felt at home, it was a nice feeling. I'd just thought white people would be in the majority.

A Manager told us:

> We don't go out of our way to employ black staff just anyone who can do the job. There are a few as well who've come up through the ranks.

The Problems of Literacy and Numeracy

During the ten months that the ET scheme had been running there had been problems with the literacy and numeracy level on the scheme. A Department of Employment officer told us:

> For those in greatest need, literacy and numeracy will probably be included in foundation training, especially where a range of basic skills are required before an employer placement is taken up. One of the key

> features of literacy and numeracy provision in ET will be to ensure its relevance to trainees needs.

All who are aged 18-60 and have been out of work for six months are eligible for the ET scheme. This means that Restart interviews and training agencies pick up a variety of unemployed people, who encompass a vast range of abilities and skills. This was not the case with the Community Programme, where prospective trainees were required to take entrance tests and interviews.

The literacy and numeracy tutors worked with trainees on a one-to-one basis, giving more time to those who needed most help. Some trainees who had completed basic skills training and were ready to go out on placement still had literacy problems which resulted in employers being unable to take them. Since ET is voluntary, trainees cannot be forced to attend classes.

A tutor suggested that the scheme should place more emphasis on the foundation requirements for successfully taking up placement and, eventually, employment. One trainee observed that 'The client group on ET is not as good as the one we had on CP.'

As one ex-trainee from the CP scheme said:

> Anyone is allowed on ET; the standard has really dropped. On CP you have to push to take tests and interviews to get in. Now there's none of that.

Training Allowance

Although there is no pretence of wages — everyone is aware they are trainees and are on a training allowance — the £10 training allowance is seen as derisory and unrealistic.

Some ET trainees had changed over from CP in September and were struggling to adjust to the financial difficulties this had brought. It also acted as disincentive to 'work'. These trainees' comments are typical:

> I get my income support plus £10 and that's difficult, it's disgusting. Coming here is good because I've learned about computing. I started off here really. This is good doing something and going somewhere— it would be if it was like the CP where I was getting £70 per week. It was just a big drop when I left the CP and came here it's really bad.

> It's changed because the incentive isn't there. At least on CP you got a wage. And you felt as if you were doing a job although it wasn't really. You knew at the end of the week you'd get £60. Now all you get is your giro at the end which you still have to go and cash. That's no incentive; you can't get the feeling that you are being prepared to go out and work.

> It could have been done better. The £10 on top isn't very much if you have to pay bus fares. I'm sure the government are running these

> schemes and haven't done their bloody homework. You can't actually think about it in terms of whether it's worth it or not because it isn't.

Funding of Managers

The problem of depleted and inadequate funding did not remain solely with trainees. Training managers were also affected and in the case of groups like ACAFESS this made for great hardship in the running of the group. The training managers received £15 for each person starting training and £17.50 a week basic for each person in training.

A variable supplementary grant of up to £40 a week was available for each trainee involved in higher cost training.

The training agents received £20 when a training manager provided introduction advice and a personal plan for an individual directly recruited by them. These transactions left the smaller organisations in a very insecure position. This was particularly the case with groups like ACAFESS. A manager said:

> It changes on a day to day basis. The problem is it's not very secure but it is the main fund raiser since we no longer get our City Council money. ET is the main funding source and we've already negotiated on that for the new contracts in September.

Monitoring and Outcomes

At the time of writing the report the group was in the tenth month of the Employment Training scheme. It was therefore a little difficult to talk in terms of monitoring and outcomes, since the first intake had not yet completed the scheme. Some trainees had left the scheme because they felt that the placement was exploitative.

We knew of one trainee who had been offered a permanent job by an employer but could obtain no evidence on how often this had happened during the 10 months.

One manager summed up like this:

> I think probably the main thing is motivation. If you are long-term unemployed it's just the fact of coming out somewhere at nine in the morning and leaving at five that brings about an attitude change. The fact that all races get together, all colours and all religions working together is quite important and also affects attitudes.

Future Prospects/Appraisal

There were negative reactions from some trainees about the way the ET scheme has been set up by the government and some scepticism about the motives behind the setting up of the scheme.

> ET has all been one big con. We were led to believe that they would give us good quality training and we'd be well equipped to go out and look for a job in a particular field.
>
> This scheme at ACAFESS is a good opportunity take whatever you want in terms of skills.
>
> I've been here ten months it's been a complete waste of time. I'm 48 years old and have been out of work for a long time. Nobody is going to employ me with the skills I've gained here.
>
> The scheme hasn't been properly organised and we've been used as guinea pigs and it's not right. The government just want to get us off the unemployment statistics for a year. It makes it look like people have got jobs but we are all on these schemes.

Some supervisors were not particularly satisfied with the scheme either. They reiterated the uncertainty and concern expressed by trainees:

> At the moment with this ET business, it's like they are not even right themselves. Everything at the moment is like a test they are just trying out. One minute you're doing one thing and then it's sorry this has to change.
>
> It seems to me that it will be like CP or JTS — it's something that they thought would succeed in the future and it just lasts three or four years and then something else springs up which will be better.
>
> It's all about survival. As far as we are concerned we will bend with whatever wind there is and make sure that the place keeps on running, which is best for the clients.
>
> ACAFESS is very successful and is held in high esteem by the authorities.

There was a feeling that the ET scheme had changed the culture of the group and was an infringement on the way things had moved towards uniformity. This was flattening out some of the unique characteristics of black-led groups. It was argued that in five years time the name ACAFESS would not conjure up images of a black group. It would be just another ET project.

The Director, in an interview with the *Guardian* (10/88), had wider hopes, not only for ACAFESS and Birmingham but for black people throughout Britain:

> We were anticipating new policies to come on stream when Mrs Thatcher made the inner cities top priority. We were anticipating a review of government policy with a new initiative based on American affirmative or Positive Action Policy.

He also saw that a city like Birmingham would be well served by several task forces. The way in which the Handsworth Task Force had been overwhelmed by the magnitude of the task provided, in his view, adequate evidence of the need for several task forces.

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Case Study No.2

The Kirklees Community Enterprise Training Agency Ltd (KCETA) Huddersfield

by Amritpal Kaur

The Local Authority approached KCETA to assist in developing the Positive Action Training scheme because it was the only local training agency with designation to provide such training under Section 37 of the Race Relations Act 1976. KCETA was also familiar with the Local Authority and the local community and so able to manage the scheme with Local Authority input via the Agency's steering committee.

The scheme proposed was unable to guarantee employment to black trainees, but profiles them with skills and experiences which enhanced their chances of securing employment.[1]

The scheme initially recruited 50 trainees aged 19 and over for a two year course.

There were three main aspects to the training provided:

1. **WORK EXPERIENCE:** in council departments for four days a week in a particular occupational area, e.g. Housing, Social Security.

2. **COLLEGE EDUCATION:** appropriate day release courses were attended to gain a recognised qualification relevant to the individual's needs and areas of work being experienced.

3. **ADDITIONAL TRAINING:** covering topics such as assertiveness, communication skills and race awareness.

INTRODUCTION

The economy

The textile and engineering industries have for a long time been the industrial mainstay of the Kirklees district. Recent years have seen a decline in the textile industry and the vacating of old mills and other textile premises.

Unemployment

In January 1989 the Economic Development Unit's figures for unemployment in Huddersfield showed 4,295 long term unemployed — that is unemployed for over one year — out of a total of 12,155 unemployed. No figures were available on ethnic minority unemployment, although the Unit estimated that it was something like two to three times the figure for unemployment generally.

Ethnic minority

Some 8.3% of the total population of Kirklees consists of persons whose origins lie in the New Commonwealth and Pakistan (NCP)[2].

The Authority can be divided into two main areas, North Kirklees (Batley, Dewsbury and Spen Valley) and South Kirklees (Huddersfield, Holmes and Colne Valley and the rural areas of the South). The black community of North Kirklees is 99% Moslem Asian, originating from India and Pakistan. In the South, the community is more mixed, the majority being Asian, including Pakistanis and Sikhs and smaller numbers of Hindus and Bangladeshis. West Indians form the next largest ethnic group.[3]

Kirklees Community Enterprise Training Agency Ltd (KCETA)

Kirklees Community Enterprise Training Agency Ltd (KCETA) is a non-profit making workers co-operative limited by guarantee and registered under ICOM (Industrial Common Ownership Movement) model roles in 1985. It is one of the few bodies in the UK to be granted dispensation under Section 37(3) (b) of the Race Relations Act 1976 and also Section 47(4)(b) of the Sex Discrimination Act 1975.

This allows it to provide training, support and education exclusively to black people, to help them find jobs in those occupations in which black people are under-represented.

Until 1988 KCETA had concentrated on running courses under European Social Fund (ESF) specifications and was involved in a variety of activities:

i. acting as an advice or consultancy agency giving business advice and information to local businesses and the general public;

ii. organising and running conferences;

iii. promoting Oriental and Afro-Caribbean arts;

iv. promoting local community enterprises and further co-operative development work;

v. undertaking positive action training for Kirklees Metropolitan Council;

vi. providing ongoing support for existing and past trainees.

When the group was set up in 1985 its provision was exclusively for women and it particularly targeted black women although all women were welcome. It also offered Confidence Building and Assertion Training in addition to its Business Training Courses. The courses were aimed at developing women's awareness, confidence and self-valuation to enable them to use their talents and skills effectively.

Positive Action Training

In 1983 The Commission for Racial Equality (CRE) investigated the employment practices in Kirklees and found that blacks were seriously under-represented among the employees of the council. The prospects for black people with Kirklees Metropolitan Council remained unchanged, with less than 3% of the council workforce black.

The report also pointed to the likelihood of informal practices such as 'word-of-mouth hiring' contributing to this situation. It also showed that, on certain occasions, black job applicants were treated less favourably than white applicants.

Positive Action Training Scheme

The Policy and Resource Committee of the Local Council approved a report in March 1987 which outlined proposals for a Positive Action Training (PAT) scheme. The Authority intended this initiative to redress the gross under-representation of the black communities in the Council's workforce.

GROUP PROCEDURES

Management of the scheme

The scheme was run by three full-time training co-ordinators, one full-time finance and administration worker and one temporary clerical worker employed by KCETA. Department based supervisors were provided by the local authority to give work placement supervision.

At Kirklees Metropolitan Council there were trainees in various departmental placements including:

- Social Services;
- Leisure Services;
- Health and Housing;
- Legal and Administration;
- Technical Services;
- Finance;
- Educational Services;
- Finance Education;
- Juvenile Justice;
- Central Personnel;
- Estates and Property;
- Highways;
- Building Services;

At the outset of the scheme it was envisaged that the trainees would attend an appropriate day release course to obtain a recognised qualification at the BTEC General or National level.

Kirklees Metropolitan Council arranged for appropriate places to be reserved at Huddersfield Technical College for BTEC National courses. Over a period, co-ordinators at KCETA became aware that there were supervisors who did not agree that the courses were relevant to trainees' work placement. An example of this was the social services placement. There were also trainees not suited to the BTEC course. The co-ordinators were able to change some of the courses to something more appropriate for such trainees. However, there were still trainees following courses of study which were not directly related to their work placements.

After the first year, trainees became more aware of their capabilities and requirements. From the second year KCETA negotiated courses at other colleges for trainees. This meant the September 1988 intake had a wider choice of courses to follow, which proved to be a more satisfactory arrangement.

College placements

College	Course	No. of Trainees
Huddersfield	BTEC National	25
	In-Service Social Care	1
	Counselling Skills RSA 1	3
	Association of Accounting Technicians (AAT)	1
Huddersfield	BTEC Higher National (Business Administration)	2
Dewsbury College	BTEC General	1
Leeds College	BTEC National (Land use and Administration)	1
Thomas Danby College Leeds	In-Service Social Care	4
Leeds Polytechnic	Certificate in Community Participation	4
Manchester College	Institute of Legal Executives Part 1	1
Wakefield District College	BTEC National (Housing)	2

Meetings between Staff and Trainees

The co-ordinators met with the supervisors monthly to discuss the progress of trainees and the training programme. Work placement supervisors were also required to complete an assessment sheet monthly for their respective trainees.

Co-ordinators also met formally with the trainees each month and were available at other times, should trainees have problems or concerns that needed to be resolved.

All trainees met bi-monthly to discuss their experiences and undergo additional training provided by KCETA. If there were trainees who had specified weaknesses they were helped on an individual basis.

During the researcher's stay with the group, it was found that meetings between co-ordinators and trainees themselves operated on an *ad hoc* basis. They had broken down a little recently while trainees were revising for exams.

Group organisation

As a workers' co-operative, all the co-ordinators and other staff at KCETA had a responsibility for the decision making and negotiation.

There was joint responsibility for the smooth and efficient running of the Positive Action Scheme and all staff were accountable to each other and fed back any problems at their regular meetings.

Recruitment methods

KCETA advertised the Positive Action Training Scheme using local media, leaflets and posters. This appeared to be very successful although there were trainees who only heard about the scheme through 'word-of-mouth'. The following comments were made by trainees about the recruitment procedure:

> I didn't see any leaflets or posters. I heard about it from my cousin.
>
> The advertising of the course was really good. They didn't go halves on it at all. It must have cost them a packet.
>
> The application form was quite detailed and the interview wasn't a walk over. Some of the questions were tricky.
>
> The posters were effective but I didn't really see them around that much.

All shortlisted trainee applicants were invited to attend an open day and, regardless of whether they could attend, offered an interview.

Speakers from the various Local Authority departments attended the open day and provided details on the work of the departments and the training opportunities available. Subsequently interviews were held with an interview panel consisting of three Positive Action Training Co-ordinators, the Equal Opportunities Policy Officer (Race Equality) and a directorate officer. A coordinator explained:

> There aren't any stringent criteria for entry. Trainees do not need to show a willingness to benefit from the scheme and we do not need to be sure that they have a level of literacy and communication skills to be able to undertake the course. They are required to take a simple test at the interview.

The PAT scheme was launched on 1 September 1987, with a two week induction programme for the 50 trainees. Trainees found this worthwhile:

> I didn't know anyone, but the induction at the beginning was really good. They really brought us together and made us uniform.
>
> In the eleven days we just all stood up and introduced ourselves and got to know everyone else and the department. I think that it was really useful.

PLANNING AND DELIVERY

Course Organisation

Trainees were recruited directly on to placements in the Directorates for which indicated a preference at the application stage.

Trainees also attended a day release at a range of local colleges.

The context of the courses is dictated by the examining body. Additional training and support was, however, provided for trainees unable to cope with the initial demands of being reintroduced to formal education. This need was acknowledged by coordinators:

> We've been quite aware that a lot of the trainees coming onto the scheme have been out of the education system for quite a while. And that a lot of them had come without any prior qualifications so it was a lot of work to get trainees into studying mode. So in the beginning we ran quite a few sessions on study skills, time management and, later on, how to revise. In between we were running sessions for them looking at the way they did assignments.

> There have been some who had obviously found difficulty in bridging the gap from, say, having left school for a few years to embarking on BTEC National. We've actually found more appropriate courses for them to undertake which in some ways have bridged the gap and allowed them to develop at a more natural pace.

Assessment methods

The main methods of assessment are through formal examinations and assignments.

In June 1988 the first intake of trainees took their end of year exams. Out of 43 trainees taking exams, 39 passed. Seven had left the scheme before taking examinations.

KCETA were particularly pleased with the results since a large proportion achieved distinctions and merits. Many of the trainees had come to the scheme with no previous academic qualifications or had been out of the educational system for some time.

Although the group recognised that success does not only take the form of passing exams, paper qualifications were seen as extremely important. Co-ordinators commented on this:

> We attach quite a lot of importance to paper qualifications because it's what they have come here to achieve. If black people have been denied the chance to gain proper qualifications then that should not be a barrier to them entering the scheme, so basically when they are with us, then yes, there is full encouragement to get them to take full advantage.

> After the first year our trainees found a new confidence in themselves that they'd actually achieved something in their first year.

Through pushing trainees towards gaining paper qualifications, KCETA felt that they were giving them a realistic idea of the requirements of the world of work and enhancing their chances of employment. This meant that in a way a 'double standard' was being operated but one which would benefit the trainee. In a co-ordinator's words:

> At KCETA we can take on people saying that experience is more important than paper qualifications but that doesn't work out there where the jobs are. People do look for qualifications. I think it's very important for black people to have those qualifications because a lot of the time councils and other employers get out of employing black people by saying that we can't find any qualified black people. So we do push them to get them; it's only going to help them in the future.

The co-ordinators at the scheme also identified other 'hidden successes' which are just as important to trainees and their personal development as gaining paper qualifications. One told us:

> We've seen success on a personal level; we've seen trainees who've come onto the schemes very nervous about their own abilities, worried about how they would do at college. The main thing has been watching them build up their confidence, which has generated a desire among trainees to do well. We've got trainees who were nervous about the scheme now applying for university places. It's been the encouragement that KCETA has provided which has enabled them to think about higher things.

This was also something that trainees themselves highlighted as important:

> Most of us on the course came into it after being out of school or college for some time. So we were a bit unsure of ourselves. They did give us support with our academic work, etc.
>
> There was a lot of driving by the co-ordinators, emphasise the blackness which I found in a way got the adrenalin flowing; it make you want to go out there and prove them wrong. It was very good.
>
> Over the two years I've developed the confidence to tackle almost any situation that comes along.
>
> It's made me more mature and has given me more confidence. Also it's made me realise what I really want to do.

LINKS WITH COLLEGES AND EMPLOYERS

College

A block of reserved places was secured with Huddersfield Technical College for those on the PAT scheme. Co-ordinators made arrangements with other colleges according to the needs of individual trainees.

There were a variety of reactions to the teaching methods and attitudes of staff at colleges from trainees on the scheme.

In its 1987/88 Annual Report KCETA noted that:

> Trainees have complained that they are not given a lot of support from college tutors. This necessitates them spending a lot of time at KCETA offices looking for help and guidance on college related issues, which the co-ordinators have provided.[6]

This still appeared to be a problem. Although the trainers'confidence and experiences have increased they have been unable to resolve and cope with some of these things themselves. This was apparent from the comments of trainees:

> College very rarely discusses with you how you are getting on; they don't discuss much at all.

> It's up to you really to follow your progress on the course.

Trainees also had problems with tutors who felt that some tutors at college were not fair in their treatment of them. One made this point in a group discussion:

> In general they were all right but certain tutors were prejudiced against members of KCETA. I think they were jealous of all the help we were getting.

The group suggested that KCETA should monitor the marks of everybody, monitor the tutors who are teaching the trainees so they can come down on them if anything happens otherwise they make us feel as if they are getting away with it.

However, they acknowledged that there was a limit as to how much KCETA could do, and that some of the tutors at local colleges were very good:

> You can't really change people's attitudes if that is what they are like.

> Some of the tutors are really good, we're not criticising everyone.

Guidance and Counselling

As well as counselling on a variety of personal issues, vocational and academic guidance was offered. However, from the interviews with trainees it became clear that many of them knew what they wanted to do on completing the course. Those who were unsure seemed happy to go and talk through their ideas with one of the co-ordinators.

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Much of the academic guidance and help was given during the first year of the scheme. Co-ordinators at the scheme were well qualified to tackle the problems trainees. Two had worked in the Citizens' Advice Bureau and one was 'Samaritans' trained.

> My supervisor at work as well as my co-ordinator at KCETA are both very good. If I've got any problems I go right to them or they come to me when they feel the time is right.
>
> It depends on what they want from us really. If they just want a sounding off board then we are there.
>
> I would say the support we offer is largely academic and financial. We subsidise travel if it is outside of Kirklees. In terms of academic support, we are there to answer any questions.
>
> It works on a kind of *ad hoc* basis really. Most of the time we respond to the trainee's request. There are however some trainees that we are aware may need assistance at various times. We also make provision to support them at particular stages. There is one trainee who has limited vision and we will actually be transcribing his exam for him. Two of us are sharing this task. It's about five or six exams that he will be dictating for us. Those kind of support mechanisms exist.
>
> The relationship that we've built up with trainees is such that they would seek consultation with us as the first stage of any process. It might even be the first and last stage.
>
> There are cases where trainees that are undecided about what path they are going to take. Rather than crowd them we will encourage them and hold back from giving them specific guidance until they are clear in their minds what it is they want to do.
>
> I didn't really need any guidance since I already knew what I wanted to do and was determined to get it.

Staff Development

All the staff at the group are of Afro-Caribbean, Asian or African origins.

As a worker's co-operative all members of staff are involved in writing up job descriptions, sitting on interview panels and appointing staff.

Staff were also involved in negotiating funding with the Local Authority for the Scheme. If and when necessary, they also talked to other agencies.

A budget of £250 was allocated per member of staff for training aimed at enhancing personal development and contributing to group efficiency. The co-ordinators had done a variety of courses — 'short' and 'extended' — covering time management, business and personnel management.

If staff training courses cost more than the budget allowed some staff had to make up the balance personally.

The staff of the group has not always been all black, nor is it a policy that only black staff be appointed. During the period November/December 1988 two male members of staff were employed to reflect the gender mix of the trainees.

Composition of staff

KCETA saw black staff as being a very important visual model for trainees. A co-ordinator said:

> 'We had to show them as a whole that there were black people with skills that could assist them; that there were black teachers, something which some black youngsters have never encountered.

The group had a good ethnic and gender mix which also reflected in the staffing.

Afro-Caribbean	22	(47.8)	Male	11	Female	11
Asian	24	(52.2)	Male	14	Female	10
Total Ethnic	46		Male	25	Female	22
North Kirklees	12		South Kirklees	34		
Staff Total	4					
Afro-Caribbean/African		3	Male	2	Female	1
Asian		1	Female	1		

Co-ordinators saw the support they were able to give trainees as very important and in some ways decisive. One observed:

> The positive thing about KCETA is it is a Black Organisation. The high academic achievement was something that was surprising to the college. They didn't expect that level of achievement — the council didn't either. I think it is very much to do with black people managing black people. I think the kind of support that we can give black trainees a white co-ordinator couldn't. We've got much more of a vested interest in them than a white co-ordinator could have.

The ethnic mix of Afro-Caribbean and Asian was also seen as important to the success of the scheme.

> It's not often that you see Asian and Afro-Caribbean mixing so well and that's one of the nicest, most positive things about KCETA.
> We all talk about black communities uniting to do things but it's very difficult to do in practice. In the beginning we made a conscious decision to recruit equal numbers although in a sense we shouldn't have because the Asian population is a lot bigger in Kirklees. But we took the decision to make it half and half, looking at discrimination at a

> national level where Afro-Caribbeans are more disadvantaged. There has always been a strong lead from co-ordinators themselves in that we will not tolerate any differences of that sort.

There was a mixture of perceptions amongst trainees about the ethnic/colour significance of supervisors. There were those who had white supervisors at work and tutors at college and 'felt they were very good.' Trainees commented on this issue in a group discussion:

> I don't know if having black tutors would make any difference. You don't really see it as black and white like that — as long as the tutors are good it doesn't matter what colour they are. I'm glad it was black though because I can openly discuss all my problems.

However, there was a general consensus about the benefits of black staff managing the training of black trainees.

> I feel they (black staff) are more understanding of the needs of black people and the problems they might face.

> I've found that with my co-ordinators being black I've been able to talk to them more. I think they've been more approachable. There's certain things you can't talk to a white co-ordinator about because they are from a different culture with a different lifestyle.

From the discussions and our interview we found a broad consensus that a black managed project held particular benefits for black trainees. This proved to be the case especially on those occasions when the interaction was culture specific.

PROBLEMS AND SOLUTIONS

Evaluation and review

The co-ordinators and trainees measured the success of the PAT Scheme, in terms of how many people passed formal exams and 'how many got jobs.' Social measures were also used to judge success.

Students when asked about what they enjoyed most about the scheme quite regularly mentioned, 'making new friends and associates' as being important:

> It's home! A lot of people will say 'Oh I've got nothing to do, I'll go down to KCETA.'

> Once you get there you can't move because there's always someone here to have a conversation with.

> I think I'm a lot more confident to deal with people in general. It's opened my eyes up, this place, in all sorts of ways.

> It's the best scheme around for facilities with job experiences and qualifications at the end. What other schemes give you that.

Co-ordinators confirmed these views:

> The atmosphere here is brilliant. To have trainees who are still a tight-knit group and very supportive towards each other and they are not just trainees, socially it's a very good group. If offers a lot more than training opportunities. It's a support centre for young black kids.
>
> One of the things we've noticed is the solidarity that exists amongst the trainees; they will support each other in their work. They will share some of the load and will discuss quite openly. And that does indicate a very mature co-operative outlook.

The personal management of the scheme by the co-ordinators was judged to be a significant positive factor by trainees:

> They are fair in what they do. They don't just act as if I'm your boss; they don't let you know. They've never let us know that. They are on the same level.

Funding

KCETA and the Positive Action Trainees were extremely pleased with the first year's results; many did better than expected.

During the time that we were undertaking the fieldwork, trainees were revising for their second year exams. They expected that this year's results would be just as good as last year's.

KCETA, in keeping with the other black groups visited during this project, have had a variety of problems with funding. Funding was only given for three years in first instance subject to review.

Until December 1988, KCETA had received funding from the European Social Fund (ESF) to run Business Start-up courses for unemployed black women. The funding for the co-ordinator ended in March 1989. The FES considered the organisation of the course to be problematic. Money had been invested without very much evidence of businesses being set up. Women were getting as far as producing their business plans but the not to actually setting up businesses.

It was suggested that the problems stemmed from the fact that the women on the course had been unemployed and therefore had very little capital to 'put behind' a business. Also, that they were attempting to set up businesses in areas of high unemployment. Despite the 'failure of the project' it was felt that 'the big success for the women taking part was confidence building.'

Funding and organisation of PAT scheme

Under the terms of contract between KCETA and Kirklees Council, the PAT Scheme was funded initially for a three year period, any continuation being subject to review. The future commitment to PAT from Kirklees rested with the outcome of the April/May review.[8]

KCETA had experienced a variety of problems in the initial stages of the scheme which inevitably affected the general organisation of the project. According to a trainee:

> There were teething problems with the setting up of the scheme, affecting how swiftly its organisation was achieved. These have since been sorted out.

There were complaints from trainees about the way the course was organised and the effect this had on management. One said:

> It wasn't really set up properly; they just said you are doing this and that's it. They didn't really inform us enough about the different courses. We were just put on to the BTEC and that was it.

KCETA suggested t6hese problems arose because the co-ordinators for the scheme were recruited too late, due to funding delays. So they had only one month to plan for September start. This meant that work placement in the Authority, negotiations with colleagues and selection of trainees all had to be rushed.

A handful of trainees in the group had to be dismissed, because they were blatantly abusing the system. The financial training allowance on the Scheme is very good and attracts a small number of trainees onto the courses for the wrong reasons.

Co-ordinators were in doubt as to how to handle these situations:

> If a trainee plays up, that trainee isn't going to be around for long. You just follow the set procedures. This is like employment; when they go to work they will have to follow certain rules.

> We've dismissed some because of the training agreement. They just haven't fitted the criteria. The drop out rate isn't too high because of the money they are getting and the support.

Some trainees appeared to be aware of other reasons for some of the initial difficulties, for example:

> Being a very good agency in Huddersfield, we did start out being guinea pigs on the PAT scheme. Everything was very rushed initially.

> Because we are the first lot there were teething problems but that seems to have sorted itself out.

Monitoring and outcomes

At the time of the fieldwork it was not possible to discuss outcomes realistically since none of the trainees had as yet completed the full course. The Scheme was kept topped up at 50 trainees so that trainees who left in the first year made space for other trainees to be recruited.

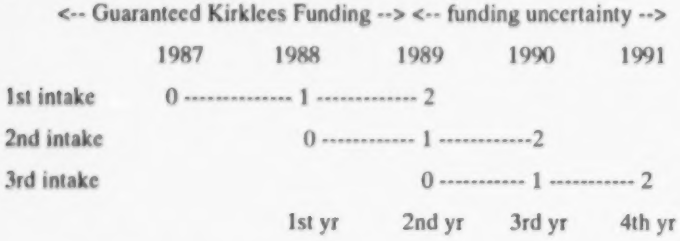
KCETA kept details on those who had left the scheme so far. The following table[9] provides the destination details of former trainees —

Employment	12
Higher Education	2
Marriage	1
Childcare difficulties	3
Dismissals	2
Reasons unknown	1
Total	21

Future prospects

The future of the PAT scheme was uncertain because Kirklees was only committed to a 3 year contract with a review at the end of that period. If the contract was not to be renewed KCETA planned to approach agencies outside Kirklees in Bradford, Leeds or Wakefield in order to run the scheme.

The following diagram gives a breakdown of the intakes related to guaranteed/uncertain funding for the future.



The way forward for KCETA

The rapid changes in state funding for voluntary organisations are creating a great deal of uncertainty for the groups in our study. Long term planning has become virtually impossible but unless they find ways to meet the challenges they are at risk of folding up. KCETA, like other groups, has to face up to this problem if it is going to continue adequately providing for its constituent community. More particularly it will have to look at its financial organisation. The co-ordinators are well aware of the difficulties:

> In the beginning we were a non-profit making agency. We've had to revaluate that and ask ourselves: if we are non-profit making then we will always be dependent on people giving us money. So now we're developing ways of going out there and proving ourselves to the communities, local authorities and private business.
>
> One of the problems is looking beyond those three years. Should we lose the funding it does affect our ability to forward plan.

> We feel as if we're banging our heads and if things don't happen then I can see this place closing down. This is a black organisation with a good management structure that can provide a good standard of training and I think it should last. But you have to fight for that. Some of us are really tired of fighting. Why do we always have to fight? Why do black people always have to fight for what they want?

Student Appraisal

Student appraisal of the course is a crucial aspect of the evaluation process. It provides an opportunity to view effectiveness from the view of the recipient of training. This approach is important in analysing the effectiveness of voluntary provision since it provides evidence as to the adaptability and flexibility of non-statutory provision, particularly in the case of ethnic minorities where there are specific and special needs which mainstream provision often ignores. Such provision may also be better placed to demonstrate the need for wider, more sensitive forms of access and course adaptation.

> The CP Scheme is only for one year. This is for two years and you get a qualification at the end, whereas with CP you just gain work experience.
>
> There are some who don't like it, mainly white people, because they can't get on.
>
> It's the only scheme available with opportunities. I worked on two other CP Schemes before where the training was utter rubbish.
>
> It's working in the Council and not at a menial level like say, YTS.
>
> This is the best scheme going. Considering it's a training scheme, the allowance is very generous.
>
> It's a good scheme. Why do black people have to work 12 till 12 shifts in mills and all that? With this scheme, though, the Council are still keeping a limit on it. I mean what is 50 people compared to the hundreds of people employed by the Council?
>
> It's a very good course and one that is highly recognised!

A co-ordinator had this to say:

> I think that they have been ambassadors for the black community. In a sense they have dispelled a lot of peoples' myths about black people being able to undertake certain types of work and things like that. In a way, their position in the Council departments has helped to reassert the role that black people can play in this society.

The trainees' comments clearly pointed up aspects of adaptability to special needs which, as they indicated, were not usually available on CP courses.

There was also an absence of complaints of racial discrimination so often heard in discussions about statutory CP and YTS provision and far more so in the case of private provision.

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8. KCETA Annual Report 1988/89

Appendix 1

Supervisor Assessment Sheet

Name:

Department:

Date:

Name of Trainee:

Main areas of work covered to date:

Attitude to work:

Time keeping and punctuality:

Appendix 2

Kirklees Community Enterprise Training Agency Limited

Positive Action Training Scheme 1988 Intake

Trainee Information

Pay

Age 19	Scale 1/4	£4584 per annum	£352.61 per 4 weeks
Age 20	Scale 1/5	£4899 per annum	£376.84 per 4 weeks
Age 21+	Scale 1/7	£5475 per annum	£421.15 per 4 weeks

Your training allowance is paid four-weekly by automated credit directly to your bank.

Your first pay will be in your bank on Friday 23rd September 1988 (three weeks in arrears and one week in advance) and every following fourth Friday ie. 21.10.88, 18.11.88, 16.12.88 and so on.

Hours

Hours of work are 37 per week including your day-release college course, which counts for 7.24 hours per week. Timekeeping is recorded in your department. Most departments operate a system of flexitime.

Appendix 3

Paying attention to detail

In the passage that follows, you are given a number of different bits of information about a Bushman (sic) from the Kalahari Desert. Read it through carefully and then write answers to the questions which follow the passage. Your answers must always be in *full sentences* unless the question states otherwise.

But I was told, this little man before all else was a hunter. He kept no cattle, *sheep, or goats except in rare instances where he had been in prolonged contact with foreigners. He did not cultivate the land and therefore grew no food. Although everywhere his women and children dug the earth with the deft grubbing sticks for edible bulbs and roots and, in season, harvested veld and bush for berries and other fruit, their lives and happiness depended mainly on the meat which he provided. He hunted in the first place with bow and arrow and spear. The head of his arrows were dipped in a poison compounded from the grubs, roots and glands of the reptiles of the land, and he himself had such respect for the properties of his own poison that he never went anywhere without the appropriate antidote in a little skin wallet tied securely to his person.*

My grandfather and auntie said that he was so natural a botanist and so expert an organic chemist that he used different poisons on different animals, the strongest for the eland and lion, and less powerful variants for the small game. His arrows were made of flint or bone until he came to barter for iron with those about to become his enemies.

As an archer he was without equal. My grandfather said he could hit a moving buck at 150 yards, adding that he would not have liked to expose any part of himself in battle to a Bushman archer under a hundred and fifty yards range. But he not only hunted with bow and arrow. In the rivers and streams he constructed traps beautifully woven out of reeds and buttressed with young karee wood or harde-kool (the 'Hard-coal' wood my ancestors used in the nomadic smithy fires), and so caught basketfuls of our lovely golden bream, or fat olive-green barbet with its neck and huge head of bone and moustaches like a soldier of the Victorian Queen, Hongroise — pomaded point and all. The baskets at the end of the traps were like the eel-baskets of Europe but

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never so bleakly utilitarian. They were woven of alternate white and black plaits, not because they were better that way but, my aunt said with great emphasis, because the Bushman wanted to make them pretty. Hard by among the singing reeds he dug pits with a cunningly covered spike in the centre in order to trap the nocturnal hippopotamus whose sweet lard meant more to him than foiegras to any gourmet.

Each of the following statements refers to the passage. It is either true, false or partly true. Take each statement in turn. Say which you think it is and give a reason for your answer. For example:

Q. His knowledge of poisons was so great that he knew exactly what strength to use for each animal.

A. This is true; he used stronger poisons for powerful animals like lions and less strong poisons for smaller game.

1. The Bushman always kept sheep.
2. It is not accurate to say that these people did not cultivate the land.
3. The most important food was provided by the Bushman's wife.
4. Originally he did not use metal for his arrows.
5. His knowledge of poisons was so great that he knew exactly what strength to use for each animal.
6. The passage refers not to one specific Bushman but to Bushmen in general.

Say which details show that the Bushman was:

a. a skilful archer
b. careful
c. knowledgeable
d. appreciative of detail

From the evidence of this passage, deduce three characteristics of the Bushman's outlook on life that help him survive in the Kalahari.

Appendix 4

Positive Action Training Interviews

NAME: MALE/FEMALE

1. Can the candidate demonstrate a constructive use of spare time?
2. Does the candidate have career aspirations?
3. Is the candidate enthusiastic and committed to PAT?
4. Does the candidate have positive attitudes?
5. Is the candidate willing to study?
6. Has the candidate the ability to cope with racism?
7. Is the candidate able to communicate?
8. Can the candidate understand the information?
9. Do you think the candidate will achieve on the scheme?

Name ..... No..... Comments

1. Essential attributes
2. Desirable attributes

Name ..... No..... Comments

1. Essential attributes
2. Desirable attributes

Name ..... No..... Comments

1. Essential attributes
2. Desirable attributes

Case Study No.3

Shama Women's Centre, Leicester

by Amritpal Kaur

Introduction

Shama Women's Centre is a black-led voluntary organisation situated in the Highfield area of Leicester. Leicester has a population of 281,000 [Leicester Outwork Campaign, 1989] and has a large hosiery and knitwear manufacturing base. Of the Highfields population of 25,000 fifty percent are Asians and ten percent Afro-Caribbeans [Task Force Bulletin, 1989]. The largest ethnic group in Highfields consists of Asian Muslims. There is a high black unemployed population in the area.

The knitwear industry has suffered job losses due to cheap imports competition and new technology. Machinists dominate the industry and are mainly women. However Leicester still suffers from skills shortages in textiles.

Shama was set up six years ago in Highfields and catered for all women in the area. The Centre provided social, secretarial and educational activities alongside basic training in overlocking and lockstitch machining skills. Initially the group was based in a small terraced house providing opportunities for Asian women to get out of their homes, and offering guidance on women's health issues and maintaining cultural identity. New spacious premises were eventually obtained, where regular activities such as keep fit classes, sauna sessions, gym, badminton, swimming, video, library, knitting, cookery, dressmaking and design were provided and occasional outings arranged. Most of the activities were provided free of charge and access was available for the disabled.

An important role of Shama was the provision of advice and counselling on housing benefits, environmental health issues and family problems. In most cases Shama acted as a referral agency.

More recently Shama has provided English Language tuition and other support facilities such as a creche.

The demand for machining skills have increased during the past few years, requiring Shama to review their training programme, arrange work placements and ultimately to place trained women in suitable permanent employment.

Presently, the training programme is funded by the Economic Employment Department Unit [EEDU] of the Leicester City Council and the funding for the social activities comes from the Inner Area Programme [IAP] of Leicester City Council.

Methodology

The information on Shama Women's Centre was collected by the use of semi-structured interviews, questionnaires, observation of the centre in operation. Supplementary information was collected from sources such as Leicester City Council, Task Force Information Labour Market, Leicester Outwork Campaign (LOC) and Highfields Library.

Shama was visited on three occasions. The first provided an overall view of what Shama was doing in respect of a) client group catered for and b) training and educational provision.

The second visit provided more detailed information on curriculum. The interview schedule for visit two was designed in line with a FEU (Further Education Unit) curriculum development model which looked into specific areas of curriculum development ie i) values and needs analysis ii) design iii) implementation and iv) evaluation and monitoring.

The third visit was for five days, and involved a working closely with members of Shama: the management, co-ordinators, tutors, placement officer and trainees.

Group procedures:
Publicity

The machining skills training programme was advertised by household leaflets, posters in local shops, community centres, mosques and temples, local press and 'word of mouth' which was usually done through trainees and links with other organisations in the local area. 'Word of mouth' was found to be the best method of publicity (see Appendix 4 for publicity materials).

Trainee recruitment

Recruitment of trainees was not a problem for Shama. There was a long waiting list for the training programme at the time of the fieldwork.

Trainees were recruited from the local area and priority was given to those desperately in need of employment. Previously, informal interviews or discussion with groups of women were held to select trainees but now, due to the appointment of a placement officer, individual trainees were interviewed.

There was no age limit for trainees. Women up to 55 years of age had been trained — but preference was given to younger persons who were more likely to obtain employment.

All trainees had to become members of the Centre before they could start training.

Staff selection

Shama recruited its staff for training the trainees by advertising in local newspapers. Emphasis was placed on ability, and being bilingual in English and at least one major Asian language eg Gujarati or Hindi.

Any new post had to be filled through the management committee but temporary replacements were decided by sub-groups dealing with the appropriate section.

Planning and delivery: Group organisation

Shama was run by a women's management committee of twelve members, both professionals and housewives of mixed racial and religious origins. They were elected annually and members could stay on the committee for up to two years.

The management committee ensured a) the aims and objectives of the centre were met, b) an adequate development of the centre, c) taking appropriate initiatives, d) liaison with outside agencies for finance and e) the implementation of policies. The committee did not involve itself with the actual running of the centre.

The centre's staff consisted of: a co-ordinator, adevelopment worker, an art and craft teacher, asewing teacher, two creche workers*, secretary/bookkeeper*, two part-time trainers*, an English Language teacher and a placement officer*. (*Asterisk denotes the staff dealing with the training programme for machining skills).

All the staff were black with the exception of the English Language teacher. Black bilingual staff were selected because the training instructions were given in English as well as an Asian language, but most trainees could not understand English. Also the trainees were more readily able to relate to black staff (and vice versa) and there was therefore a better understanding of a trainee's problems and needs.

Staff development was also encouraged by the management committee.

Training details

The training programme at Shama Women's Centre offered an ideal platform for women by helping in the transition from home to a working situation. It also developed their social skills and the confidence they would need for entering the job market.

The co-ordinator and the tutor planned the programme, starting from basic skills. The trainees did not contribute to the content of the training programme.

The placement officer viewed the training programme from the point of view of the needs of the industry.

Training session and trainees

There were twenty four trainees. Three separate sessions of two and a half hours each were held from Monday to Thursday, with eight trainees in each session.

Summary of training sessions:

The training period was flexible, lasting on average about 10 weeks, but varied from 8 to 12 weeks according to individual ability. Some trainees who already had some skills finished sooner. Trainees had different levels of experience and all were required to complete the programme. No trainees had ever been asked to leave the course.

Evening session flexibility accommodated women who were constrained by their children's school timetable. Flexibility meant better use of resources.

Support built into the Programme

The training programme catered for a variety of needs including English tuition, creche facilities, careers information and guidance and social skills development.

Trainees worked less than 21 hours and hence did not lose any benefits they were entitled to.

		Overlock Trainees	Lockstitch Trainees	Total
Morning	10.00 - 12.30	4	4	8
Afternoon	1.30 - 4.00	4	4	8
Evening	4.00 - 6.30	4	4	8
				24 trainees

No training fees were charged and travelling expenses were not an issue, since most of the trainees were local and the centre had adequate space for training.

Training methods and materials

The tutors adapted their training strategies to suit the needs of the trainees. The training programme was graded in modules that allowed the trainee to advance to the next phase even if it meant that a particular phase in the training programme had to be done repeatedly in order for the trainee to go to the next phase.

Various sewing machines were used including Gibbs for overlocking and the Brother for lockstitch. The machines for multi-skill purposes, eg button-holes, sewing and seam cover were on loan from manufacturers.

Training in leisure wear manufacturing was given, using cloth and other materials provided by the Centre. For economic reasons, the same material was used as many times as possible for training. The end product was sold at the cost price.

Assessment

Each trainee had to go through every step of the training programme and records were kept of her progress. The tutor had the responsibility, on a day-to-day basis, judging the progress of trainees. The placement officer and tutor decided when trainees were finally ready to go into the job market.

Shama certified the training programme by giving them a 'self-certificate', since no formal certification existed for the course.

The most important aspects of training were to build up trainees self confidence and to ensure that they reached a semi-skilled level before leaving.

Monitoring and Evaluation:

Originally Sharma did not carry out any formal monitoring or evaluation because of lack of staff. There was informal monitoring through trainee feedback.

When the Placement Officer was appointed, one of her many duties became formal monitoring and evaluation. Quarterly figures of trainees for the year 1988/89 had been recorded. (See Table 1).

Table 1: Percentages (%) Trainees from Highfield Area:

1988-89 *Quarters areas*	% of women *from Highfield*	% of women *from other*
June	77%	23%
September	58%	42%
December	64%	36%
March	73%	27%

The table shows the number of trainees on the programme during each quarter and for the first time more than a hundred trainees went through the register.

The actual training figures for the year exceeded the target of seventy training places. The eventual figure of 124 was almost doubled over the previous year.

During the latter part of the year, following the appointment of a Placement Officer, some twenty-two trainees were placed in jobs and further training.

The average percentage of trainees for the year from the Highfield catchment area was just under 70%, with the rest coming from surrounding areas.

Links with other organisations:

The centre had good links with other training providers, employers, agencies, local community and organisation. Links with the industries had been on an informal basis and trainees were on work placement with local firms. Flexible work conditions such as evening shifts, part-time hours, outdoor work and creche facilities have been discussed with companies to enable trainees with children to enter the labour market.

Organisational links included those with Leicester Outwork Campaign (LOC), Task Force, CHATTA (Centres for Hosiery and Textiles Training Association) and CAPITB (Clothing and Allied Products Industry Training Board). CHATTA was a newly formed group. Its members, from city and county hosiery training providers outside the industry, had many issues in common. CAPITB claimed to have a revolutionary approach to teaching methods and was City and Guilds approved and recognised by the National Council for Vocational Qualifications (NCVQ).

Guidance and counselling

An informal system of guidance and counselling was allowed trainees to ask questions and approach tutors when they needed to. Information was provided to make them aware job of opportunities available locally and elsewhere.

Support was also arranged by other organisations. Highfield Job Centre staff provided information in several different languages while Leicester outwork campaign gave regular talks to trainees on the benefit for potential home workers. Advice was also available from Small Firms' Services and Enterprise Allowance Schemes.

Personal and domestic problems were also discussed with the trainees and in many cases the centre acted as a referral agent to appropriate support organisations.

Client responses

The tutors thought that individual interviews by the researcher would be intimidating for the trainees, who might be suspicious about the motives behind the questions. Accordingly, seven trainees were interviewed in a group. The group interview was conducted in an Asian language because many of the trainees could not speak English.

Trainees said they were happy with the teaching methods used and especially encouraged by the determination and dedication of tutors to move them on through the phases of training. This built up the trainees' confidence Trainees made no contribution to the organisation of the course they didn't know the subject and, in many cases, had only recently arrived from India.

The creche and the flexibility in the training programme were very welcome. It allowed different trainees to attend at different times, according to their personal and domestic circumstances. Having no fees and travelling expenses to worry about was another important factor for trainees.

Trainees felt personally involved in the assessment procedure because they were watched at each phase by the tutor. However, they would have preferred a recognised formal certificate for training because they felt that this would improve their job prospects.

Trainees preferred a tutor who could speak their language and was interested in their culture. They also liked tutors to have a sense of humour.

Many trainees went to Shama after hearing about it from friends or on the radio. Shama offered training which was unavailable in industry, although some trainees mentioned firms owned by friends or relations which could offer training but not the creche facilities Shama offered.

The activities offered alongside training made a relaxed and happy environment. The idea of getting out of the home, meeting other trainees and discussing problems, was important to the trainees. Some of the trainees expressed a desire for a more racially and linguistically mixed group which, they felt, would give them greater confidence when seeking employment.

Most trainees had no previous job experience and were worried that this would affect their employment opportunity after training. They also worried about the distance from home, travelling expenses and availability of creche facilities. A few of the trainees had had 'professional' jobs in India. On arrival in Leicester however, they were 'advised' to go into machining skills training because it offered better job prospects.

Many trainees wanted longer hours of training. They felt that ten hours was inadequate to secure jobs.

Problems and solutions

Much of Shama's problems centred around funding. They needed regular long-term funding. Leicester City Council was currently funding the centre for a four year period. There was no incentive for raising additional funds since any extra money raised in the current funding period had to be returned to the Council.

Success and failures

During 1987 and 1988 the overheads of Shama increased, requiring more funds for training. Leicester City Council turned down their application, leaving Shama with two options: either to shut down the training programme or to find alternative funding.

Highfields Task Force came to the rescue with £30,000 for the training programme (Task Force Bulletin, 1988). The funding did not interfere with the running of the centre so did not jeopardise the City Council funding.

A new Placement Officer was appointed so enhancing efficiency in the training programme. The officer was responsible for research, development and outreach work. She liaised with a variety of voluntary bodies and organisations, employers and individuals. She also maintained records and files, prepared reports and made work placements.

A recent success of Shama was to become a member of CHATTA, which provided advice on many issues such as resources and new employment

New courses at the centre included photography, car maintenance, Arabic classes and painting. Due to the extended facilities, the centre membership rose from 1,100 to 2,200.

Shama judged their success by the confidence with which trainees came out, how they got on in society and the self-certificate received on achieving a certain standard in machining skills. The main failure, Shama felt, was that the needs of women in Highfields were still generally ignored. For example, no flexible working patterns or adequate creche facilities were provided for women who wanted to take up employment.

Future aims:

Shama planned to increase the training programme and the number of training hours. In the new format proposed by the placement officer, training hours were to be increased so that trainees could have additional speed practice. Additional proposals included:

i. a certificated training programme on the lines of CAPITB approved by City and Guilds. However this would have to be related to other factors such as adult literacy and numeracy;

ii. liaison with employers to offer flexible working patterns and creche facilities;

Sessions (two)	Mon-Fri 5 days	Hours per week	Capacity maximum	Creche
Morning	9.30-12.30	15	10	Yes
Afternoon	12.30-3.30	15	10	Yes
Evening	Cutting time	7		
		37	20	

iii. extended training to include women under the Employment Training Scheme;

iv. incorporation of knitwear training together with leisure-wear manufacture training;

v. improvement of staff training especially in use of new machines;

vi. increasing publicity via newspapers, radio announcements, employers' bulletins and magazines;

viii. a regular supply of cut outdoor work to provide speedwork to trainees. In addition, an outlet source to pass on the garments made at the centre.

The curriculum content should be revised to include:

handling a range of different fabrics, garments and sizes;

industrial theory;

ensuring a reasonable ratio of trainees to tutors and

ensuring a variety of work placements, to give trainees wider experience of factory environment.

Good practices observed

Shama had a number of good practices, significantly, it provided:

informal access offering social facilities, information, advice and counselling to women;

time flexibility in the training programme;

creche facilities;

a pleasant training atmosphere rather than 'sweatshop' conditions';

Black bilingual tutors;

staff who understand the needs of women, and

catered for cultural and linguistic needs of women.

Researcher's appraisal

The centre was ideally located near the city centre. The atmosphere was pleasant and happy.

The staff was totally committed to women's issues and was fully aware of current trends in Leicester concerning job opportunities. All the staff seemed to exude confidence in whatever they were dealing with, eg. liaising with other organisations (especially over funding) and dealing with the women's problems.

Shama will need to prepare for the development of a single European market by 1992 which is likely to have a major long-term impact on the economy and on employment and skill requirements.

References

1. Department of Trade and Industry, Inner City Unit: *Task Force Bulletin, 1989.*
2. Employment Department Training Agency: *Leicester Trends. Analysis*, Gerry Machin, Paula Birtles, Angela Dalgleish and Mark Howard, 1989.
3. Leicester Outwork Campaign, 1989.

Appendix I

Research Questionnaire

NAME OF ORGANISATION:

LOCATION:

DATE OF INTERVIEW:

NAME OF RESPONDENT:

POSITION IN ORGANISATION:

INTRODUCTION: AIM OF THE PROJECT

The aim of the project is to identify the most effective methods of meeting the needs and interests of unemployed adults from the black communities that can be found in various types of education/training and self-help schemes. The project will seek in particular to identify those features of black-led, community- based projects which make them successful, in order to make recommendations for development in the statutory sector.

00

1. How did your group come into existence?
   i. how long?
   ii. black initiative?
2. How is it run?
   i. as a co-op?
   ii. by a management committee?
   iii. as a company?
   iv. by a business agency?
   v. other — specify?
3. What are the sources of funding?
   i. (LEA) Local Education Authority
   ii. Other Council Department
   iii. (ESF) European Social Fund
   iv. (MSC) Manpower Services Commission
   v. Urban Aid
   vi. other — specify
4. What problems have you encountered in:
   i. obtaining funding
   ii. withdrawal
   iii. obtaining suitable accommodation
   iv. staffing
5. how have these been tackled?
6. have you been successful?
7. why has your scheme been successful?
8. what training is provided for trainers/tutors?
9. how do you select/appoint staff?
10. how many courses are on offer?
    i. number
    ii. types
        'O' levels
        basic English
        business

11. Are all your courses aimed at the unemployed?

    yes

    no

12. On what basis do you select people for courses?

    i. age

    ii. gender

    iii. ethnic origin

    iv. open entry

    v. entrance test

    vi. interview

    vii. qualifications

    viii. previous experience

    ix. other

13. How do you encourage and invite applications from black unemployed adults?

    advertising and publicity in...
    schools
    temples
    clubs
    churches
    radio
    newspapers
    leaflets
    other

14. Are your courses regularly evaluated/reviewed?

    yes
    no

15. How is this done?

16. How do you make sure courses meet the needs of the black unemployed?

17. What kind of support is built into courses?

    i. counselling

    ii. career/training advice

    iii. job information

    iv. language support & bilingual tutors

Provision

1. What are the aims of your provision?
2. How do you identify the need for the provision/decide which courses to run?
3. How do you decide the content of the course/training programme?
   - i. do students/clients have a say?
   - ii. do you consult you local employers/others?
   - iii. is it dictated by examining bodies?
4. How do you organise your curriculum to fit the needs of the unemployed?
   - i. timing
   - ii. fees
   - iii. creche facilities
   - iv. location — outreach/work in other places
5. What kind of teaching/training methods are employed?
   - i. work-based
     — what kind of support/supervision is given?
   - ii. classroom based
     — what method group discussion/lecturing?
   - iii. open learning
6. What materials do you use?
   - i. do you develop your own materials?
7. What sort of guidance is available to students?
   - i. educational
   - ii. vocational
     — how is this integrated into your provision?
8. How do you assess the progress of those on your Course/Programme?
   - i. are there any qualifications/certificates available?
     — 'O' levels, 'A' levels, City and Guilds, RSA — others.
   - ii. do you have your own qualifications?
   - iii. are there any other methods of assessment (non-certificated, Profiles, log book)?

9. Do you monitor the progression routes of your students?
   i. how is this done?
      — surveys, telephone, how often?
10. Do you collect details of students' perception of the successfulness of the course?
   i. how is this done and when?
      — methods, group discussion, questionnaire.
11. What are some of the outcomes of your courses?
   i. jobs obtained (type of jobs)
   ii. further education/higher education
   iii. self-employment
   iv. voluntary work
   v. other
12. Do you have links with other providers?
   — colleges
   — community groups
   — local employers
   — are these links formal/informal
13. Do you attempt to have places reserved for your clients on other courses/programme/colleges?
14. Have there been any alterations in funding?
15. Are you looking at new sources of funding?
16. How (if at all) has this affected you educational and training provision?
17. Have there been any positive benefits of Employment Training?
18. Do you feel the need to appoint black staff?
   — Why?
19. What is your perception of the successfulness of your scheme/organisation?
   — where from?
   i. students
   ii. employers
   iii. local community
20. Do you have voluntary workers?
   — what do they do?

Group organisation

1. Could you explain a little more how your management committee is organised?

   PROBE:

   how many members?
   how often do they change?
   criteria for selecting management committee members?
   training available for management committee members?
   the organisational structure of the group?
   is it a limited company, charity?

2. Could you explain a little bit more about the role of the management committee?

   PROBE:

   do the committee/staff get feedback about problems experienced?
   overseeing the running of the project?
   accountability of staff and co-ordinator in relation to the role of management?
   involved in the appointment of staff?
   negotiation role — funding bodies, Local Authority?
   and other formal bodies — DOE, DHSS, Careers Office Job Centres?

Course organisation

1. How many courses do you run? number? type?
2. Who is responsible for planning of the curriculum?

   PROBE:

   who decided on:
   course content?
   course design?
   timetable?
   which courses to run?

3. How much control does your committee have over courses?

   PROBE:

   are you able to adapt courses to suit clients' needs?
   How?
   How does this work on certificated/structured courses?

4. Do your courses cater for special needs of black unemployed people?

   PROBE:
   - Timetabling of courses?
   - creche facilities — hours open?
     - how many children?
   - provision for the disabled?
   - provision for young people?
   - provision for women?

5. How do students finance themselves through courses?

   PROBE:
   - Is the 21 hour rule operated?
   - could you explain exactly how this works in your group?
   - are travelling expenses paid?
   - allowance given whilst on courses?

Assessment methods

1. How is entry to courses decided on?
2. How do you certify attendance and skills on completion of the course?

   PROBE:
   - do you consider it important for students to have certification?
   - has providing certificated courses been difficult?

3. What do you consider to be some of the hidden successes of your provision?

Staff/Staff development

1. How many paid staff are employed by your project?

   PROBE:
   - how many tutors do you have?
   - how many tutors are full-time/part-time?

2. Which pay scale do you use to grade tutors?
3. How are prospective staff selected for interview and appointed?
4. How do you go about attracting black staff?

   PROBE:
   - What are your particular reasons for selecting black staff?
   - are there any qualities you consider to be linked to the colour of staff?

5. What staff development programme opportunities do you have?

   PROBE:

   what staff development has taken place?
   what exactly did this involve? (type of training, job related, counselling)
   is money budgeted for staff development?

Assessment methods

1. What value does the organisation put on paper qualifications for students?

   PROBE:

   how much effort is made to ensure that students obtain certification?

2. What would you say are some of the 'hidden' successes of your courses?

   PROBE:

   confidence building, character development?

3. What assessment methods are used?

   Is there any conflict between funding body requirements and community needs?

   PROBE:

   How has funding affected what you are able to give importance to?

4. Do you receive any special government funding?

   PROBE:

   Inner City Partnership
   European Social Fund
   Section 11

Publicity

1. How are courses publicised?

   PROBE:

   what methods are used?

2. Do you have any problems attracting the black unemployed to join your courses?

   PROBE:

   what are the origins of some of the problems?

3. Is there an open day?

   PROBE:
   what does this involve?
   can prospective students come in and look around?

Recruitment

1. How are students selected for courses?

   PROBE:
   is each student interviewed before starting the course?
   who carries out the interview?
   are places filled on a 'first-come-first-served' basis?
   how many students can you cater for on each of your courses?

Course Organisation

1. How are courses adapted to suit clients' needs?

   PROBE:
   How flexible is the course content?
   is the flexibility of the course the result of funding body requirments or student demands?
   how are your courses affected by local employment opportunities?

2. What kinds of support are built into courses?

   PROBE:
   are students given :
   academic support — language, remedial help, basic skills?
   Financial support — advice, loans, subsidies?

3. Is support available on request only?

   PROBE:
   how often do students seek support and help?

4. What kinds of teaching methods do you adopt when teaching on the courses?

   PROBE:
   do students have the opportunity to participate?
   are students opinions/experiences used in content and delivery?
   how? when?
   do you develop your own materials?

5. On average how long are your courses?

   PROBE:
   how many meetings are there?
   how many hours per week?
   are courses matched to pace and ability?

Assessment methods

1. What value does the organisation put on paper qualifications for students?

   PROBE:
   - how much effort is made to ensure that students get some certification?
   - are students keen/anxious to get paper qualifications?

2. What would you say are some of the 'hidden' successes of your courses?

   PROBE:
   - confidence building, character development?

3. What assessment methods are used?

   PROBE:
   - are these compulsory or optional?
   - How does the assessment process involve students?

4. What kind of record keeping methods are used for students? (course work, personal files).

Staff support/development

1. Are you employed as a part-time or full-time tutor?

   PROBE:
   - are you involved with other activities in the group?
   - do you do unpaid work at the group?

2. Have you had the opportunity to take part in any staff development?

   PROBE:
   - what did this involve?
   - how often does this take place?

3. What do you consider to be barriers to employing black tutors?

4. How did you come to hear of the vacancy of the post you now hold?

5. What qualities do you think are required to enable you to work successfully with your clients?

Guidance and counselling

1. To what extent is guidance and counselling provided?

   PROBE:
   - do you ensure this is available on courses?
   - is this provided by outside agencies?
   - (if yes) are they able to take into account the specific cultural requirements of your clients?
   - (if yes) how is this done?

2. What kind of guidance arrangements are made to enable students to progress to:

   course in other institutions?
   employment?

3. Do you only provide guidance and counselling when approached by students?

   PROBE:
   Why is this method/approach used?

Links with Colleges/employers

1. Do you have links with local colleges/employers?

   PROBE:
   tutors from local colleges?
   are these links formal or informal?

2. How did these links evolve?

   PROBE:
   were you approached?
   did you approach them?

3. Have you found these links beneficial?

   PROBE:
   in what way?
   what are your views about the appropriateness of these links?

4. Are there any places reserved on local college courses for students?

   PROBE:
   how many students?
   on which courses?
   for how long has this arrangement been in existence?

5. Do employers have any input on course?

   PROBE:
   (if yes) how does this input work?

Review and evaluation

1. How do you ensure that the course content is kept under review?
2. What criteria are used to identify success?

   PROBE:
   who does this?

3. What do you consider to be some of the 'hidden' successes of your provision?

4. How is review and evaluation carried out?

   PROBE:
   how often?
   by whom?

Monitoring and outcomes

1. Where do students go on completion of course?
2. Do they gain employment to match their newly acquired skills?
3. Do any of them find themselves unemployable?
4. Do they often have a choice between employment and continuing their education?
5. Do they tend to get more short-term employment than long-term?
6. How satisfied are you with the monitoring systems used by your project?

   PROBE:
   what changes would you like to see?

Funding

1. How do students finance themselves through courses?

   PROBE:
   is the 21 hour rule operated?
   exactly how does it work in your group?
   are travelling expenses paid?

2. What are the possible constraints imposed by funding on your provision?

   PROBE:
   what are these?
   how does this affect students attendance and performance?

3. What other forms of funding/help are students able to get?

Publicity/Recruitment

1. What recruitment methods are employed?
2. How are students selected for courses?

   do you sit on an interviewing a panel?

   are the criteria for selection appropriate to the needs/requirements and experiences of the clients group you are attempting to attract?

3. Has the target group changed between courses?

   PROBE:

   Do you target a particular age group?
   gender group?
   the disabled?
   mixed ability?

Students' course organisation

1. What are your views about the teaching methods used on your courses?

   PROBE:

   is there anything in particular you like/dislike?
   is there anything you would like to see changed?

2. Whilst on the course what kind of support have you been given in the following areas: academic, financial, social support?

   PROBE:

   academic — language, remedial help, basic skills?
   financial — advice, loans, subsidies?
   social — creche, guidance, timing?
   what did you find most useful?
   why?

Assessment Methods

1. Are you involved in the monitoring of your progress on the courses?

   PROBE:

   how?
   doing what?
   when?

2. Do you expect to receive certification at the end of the course?

   PROBE:

   What kind of nationally recognised qualifications would you think most appropriate to your needs?
   What would you expect to get on this course?

3. In addition to any educational benefits, what do you think are some of the other benefits you have had since joining the course?

Staff/Tutors

1. How do you feel about having black tutors?

   PROBE:
   - is it a good thing?
   - why?
   - what are some of the benefits?
   - what qualities do they have?
   - what is so important about having role models?
   - are they more than just role models?

Guidance and Counselling

1. What guidance and personal help have you received since joining the course?

   PROBE:
   - has it been useful?
   - how?
   - who has helped you?
   - for what reason?
   - how often has this taken place?

2. Have you had to ask for guidance and personal help?

   PROBE:
   - were they readily available?

Links with Colleges

1. Are you hoping to go to college after you have completed this course? or are you seeking employment?
2. Do you have a job to go to at the end of this course?
3. Have you been given any help with making a decision?

   PROBE:
   - who provided you with help?
   - at what stage was this help provided?

Evaluation and review

1. What have you enjoyed most about the course?
2. Are there parts of the course that could have been better?

   PROBE:
   - what are they?
   - how could they have been changed?

3. What do you suggest you have gained from the course?

Funding

1. How have you been financing yourself through the course?

Publicity/Recruitment

1. How did you find out about the courses available at this group?
2. Were the publicity methods used effective?

   PROBE:
   in what ways?
3. What kinds of recruitment methods were used?
4. What selection requirements were asked for?
5. Before joining this course had you attempted to do a similar course elsewhere?

   PROBE:
   were you doing a course at another institution?
   did you have any problems?
   what were they?
6. Why did you opt for black-led provision?

Case Study No.4

Sheffield and District Afro-Caribbean Community Association, Sheffield

by Amritpal Kaur

Introduction

Sheffield and District Afro-Caribbean Community Association (SADACCA) is a black-led voluntary organisation formed 30 years ago as the 'West Indian Community Association'. It has a well deserved reputation and is regarded as a prestigious association in Sheffield and is ideally located near the city centre.

Sheffield has undergone many changes in the last few years. In the past it was famous for metal working, cutlery and heavy steel manufacture, all industries that have declined dramatically over the years, giving rise to high unemployment. Since 1987 unemployment has fallen (*Task Force* 1989), due to the work of projects such as the Urban Development Corporation, Local Enterprise Agency, the Sheffield partnership where the Chamber of Commerce and City Council co-operated to regenerate the city, and a small firms service office (*Task Force* 1989).

The most important achievement of SADACCA had been its own building project. It provided the expertise and management for the project. The design, surveying, estimates and renovation of SADACCAs premises were carried out by the project under the supervision of architects. The project provided much-needed employment and training opportunities for many members of the community.

Methodology

Data on the project were collected from semi- structured interviews, questionnaires and observations of the centre in operation.

SADACCA was visited on three different occasions. The first visit (see appendix 1 for questionnaire used) provided an overview of what SADACCA

was doing in respect of a) clients groups catered for b) Funding c) Management and Staffing and d) Educational and Training provision.

The second visit (see appendix 2) provided more detailed information on curriculum by looking at i) Analysis of values and needs ii) Design iii) Implementation and iv) Monitoring and Evaluation.

The third visit (see appendix 3a, 3b and 3c) involved a three day period working closely with members of SADACCA including management, co-ordinator, tutors, supervisors, students and trainees.

Group Procedures

The aims and objectives of the Association were to encourage and develop varied interests and skills and to meet employment, educational, welfare and social needs of the Afro-Caribbean community in Sheffield. Their centre provided training facilities and help leading to greater employment opportunities either in the traditional job market or by the creation of employment potential in new fields related to the needs and demands of the community.

Publicity

SADACCA's education programme was advertised at other centres within the black community; 'in-house' advertising with the black community was frequently done.

The group has its own newsletter called 'What's On', published monthly. It contained information for the local community. Their own notice board on the premises also gave information.

'Word of mouth' was the main method of publicity, and SADACCA found it to be the most efficient.

Student/Trainee Recruitment

There was a variety of training and vocational provision with no age limitations. There were elderly, unemployed and people on low wages on courses. However, priority was given to unemployed and those already in education needing support. Many young people were on Employment Training (ET) scheme courses as trainees. They were selected through government rules applying to the Employment Training scheme.

Student Selection

Students were generally selected for courses by assessment of their individual needs. Provision for the disabled also existed especially in painting and decorating. However students for the Certificate in Community Education, a joint venture between SADACCA and the University of Sheffield, were selected through interview and preference was given to people who were interested in returning for further study.

Staff

The staff running the education programme were from colleges in Sheffield but were accountable to SADACCA for their work at the centre.

SADACCA's own staff was selected by the Management Committee through advertising in local newspapers. Most of the staff were qualified and supported by voluntary help. There was no particular policy of selecting only black staff; the result was a racial mix of staff.

The main qualities asked for by the Management Committee of SADACCA were extensive knowledge of subject, good communication skills and the ability to get on well with each other and the Afro-Caribbean community.

Staff Development

There were 86 staff members. Extensive staff development occurred at SADACCA. Members were encouraged to go on courses at colleges on topics including: Teaching techniques, Health and Safety, Drugs and Solvent Abuse Treatment and Guidance and Counselling.

Regular staff meetings were held to discuss problems.

Planning and Delivery

SADACCA was run by an Afro-Caribbean Management Committee. The Executive Committee was made up of seven elected members and met every month.

Staff:

The staff consisted of a general manager and an assistant manager of ET, a deputy manager, an advice worker, a community worker and a senior supervisor.

There were also supervisors who were responsible for specific services:-

Community Services
Luncheon Club
Caribbean Focus
Building Project
Mary Seacole
Adult Education

Planning the Curriculum

Curriculum development was undertaken by tutors working in the community and tutors at Colleges who were interested in the community. This gave a good course structure.

An outreach worker of SADACCA did surveys within the community to identify the educational and training needs. It was found that people wanted

to pick up on where the education system had failed them. There was also demand for Maths, English and Information Technology.

Courses were free to unemployed and elderly people. Those on low wages had to pay 50p to £1.00 for a ten week course.

Since the switch from Community Programme (CP) to Employment Training (ET), some classes had to close due to falling recruitment. It was found also that many people preferred to come out in the evening, resulting in a shift from day to evening classes.

Curriculum at SADACCA

Education

A general education course was offered to meet the needs of the whole community in maths, English, computers, business studies, Caribbean history and culture, dressmaking, sewing and music.

Basic courses in languages including Spanish, French and Urdu were planned, to be available from September 1989 onwards.

University Certificate in Community Education

This one year special course was set up for black people to encourage them to return to mainstream further education.

The course aimed to introduce students to the knowledge and practical skills required to operate effectively within a community setting and to help them to access to further and higher education.

The certificate was organised in four modules:

a. language and communication issues: grammar, spelling and verbal techniques, also Caribbean literature;

b. Advanced computing and related studies including word processing;

c. Behavioural Sciences;

d. Applied Social Studies and small scale research.

Training

SADACCA offered Employment Training courses in painting and decorating and in childcare.

Painting and Decorating

This was a one year course of theory and practice. Two weeks were spent in the classroom and eight in the workshop, followed by 'on the job' training under supervision.

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Childcare Course

The course was divided into theoretical and practical elements and ran for one year. It was run by five tutors, of whom two were also supervisors. There were 24 trainees.

The course helped trainees to become competent in methods of caring for children and to develop an understanding of child development processes. The course also identified personal opportunities for progression into employment and, in some cases, self-employment.

The scope of the course covered gaining and developing knowledge, skills and professional attitudes in child care.

Education Programme September 1989			
Day	**Morning** 10.00 - 12.00	**Afternoon** 1.00 - 3.00	**Evening** 7.00 - 9.00
Monday			Writers' workshop for women. Spanish for beginners.
Tuesday	Dressmaking (11am - 1pm)		GCSE Maths. GCSE Caribbean history.
Wednesday	Computer workshop.	Maths workshop. Computer workshop.	Physics. English writers' workshop. French for beginners.
Thursday		English for beginners. Counselling/ Guidance and Information/ advice.	
Friday		Reserved for meeting.	

Supplementary Saturday School

The centre also ran a Saturday school forum for children of school age — from 10.30 a.m. to 1.00 p.m. — providing help with Maths, English, Physics and computing.

Support Built into Education/Training Programme

SADACCA built in support to training by providing job information, counselling and career advice.

A free and confidential general advice service was also offered, on welfare rights, housing and immigration.

The Mary Seacole group based at the Centre provided child care and creche facilities for the under-fives children of trainees and others on a daily basis.

SADACCA provided transport for students on community education course at the University.

Trainees with domestic problems were also given time off and other help by the Association.

Teaching/Training Methods and Materials

Some of the courses were exclusively classroom based; others both classroom and practice/placement based. The learning methods used were student centred and tutors and students learned from each other.

Audio visual materials were widely used for teaching and learning. These included videos, overhead projectors and reading materials from the library.

Assessment/Certification

The Association ran many certificated courses. They included:

Certificate in Community Education —
Sheffield University

City and Guilds Maths and Information
Technology, Workshop studies

City and Guilds Computers Workshop,
GCSE/Maths, Workshop and Business Studies.

The painting and decorating course was not certificated but an assessment was undertaken every six weeks, using an assessment sheet designed by the management of the centre. Any work completed each week was also marked on the sheet. The trainees were additionally assessed whilst they were under-going 'on the job' training.

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Certificate of Community Education

Continuous assessment was used for students on the Certificate of Community Education. This involved essays, a project and a final exam. Individual records of students were kept to help determine the final award of the certificate.

Child Care

Child care course trainees were assessed by projects and tests which were held after completing each visit. Portfolios of every student were also kept.

Monitoring and Evaluation

The evaluation of the courses was done by the Education Committee of SADACCA and involved informal feedback from tutors and students. After students finished at SADACCA, they went on to employment, Further Education and Higher Education, including polytechnics and universities.

The progression of students was not formally monitored. SADACCA usually became aware of the outcomes, since it was asked to act as referee or received feedback by 'word of mouth' from ex-students.

Students were not asked to help with an evaluation of courses, though they may have talked informally to tutors or members of the association about any problems they might have had.

Links with other Organisations

SADACCA had links with a variety of other organisations:

a. The 6th form/ tertiary colleges, including Loxley, Parson Cross, Perth, Norton and Parkwood. No places were reserved for SADACCA students on courses at these colleges, although they were supplied with prospectuses and other activity notices. The Afro-Caribbean outreach project housed at SADACCA was linked with one of the tertiary colleges which provided tutors for many of the courses running at SADACCA;

b. Sheffield University, which jointly organised the Certificate in Community Education;

c. Community Centres which also catered for black unemployed;

d. The Jamaica Aid Group, a new group dealing with Health and Education;

e. The City Council and Community Relations Council (CRC);

f. Links with employers for placement of trainees as employment training managers.

Guidance and Counselling

Guidance and counselling sessions were held each Thursday, to discuss problems about personal and educational requirements. Students each had a personal tutor who would advise on any problem or refer them to specialised staff. Students were encouraged to seek help and ask questions.

The tutor for Painting and Decorating had a policy of holding a monthly meeting with trainees, to offer guidance and counselling.

Both trainees and students felt positive about the adult approach to teaching and especially valued having their comments and criticism taken into account during group discussions. The creche facility was greatly appreciated by students.

Students on the Community Education course said that it broadened their understanding of the social and political elements of society. Some trainees/students felt courses were too intense and argued that they should be held over two years instead of one.

Trainees on the Painting and Decorating course sought a greater concentration on practical work in the programme.

Free travel between the university and SADACCA was very important to students on the Community Education course because it saved them the additional financial problem of travelling expenses. Those on Employment Training courses felt that travelling money should be paid to them in advance. Having it reimbursed after they had paid for it out of their benefit caused hardship.

Students and trainees considered SADACCA very approachable about any issues they wanted to raise and strong on support and advice. Time was set aside in the Community Education course explicitly for dealing with problems of study. Specialist advice was always available at SADACCA if tutors were unable to help with a particular problem.

Students liked the idea of self-assessment, i.e. evaluating their own work, as well as the marking scheme by the tutors. Both sets of results were discussed on a one-to-one basis.

Trainees on the Painting and Decorating course wanted a formal certificate to show they had reached an appropriate level of achievement. It was hoped that this would increase their job prospects.

The majority of students and trainees did not indicate a particular preference for black tutors. They wanted a tutor who was knowledgeable, capable of teaching the subject in an interesting way and knew what he or she was talking about. However, they felt that if all these qualities were present they would relate to and identify more easily with a black tutor. They thought that black tutors would be more understanding of their work because of the cultural aspects common to both.

The trainees on Employment Training said the £10 per week on top of their benefit offered by the government was nowhere near enough to meet the overall cost involved in doing the course. Some of the trainees came on training simply because they would otherwise lose their benefit, but this

attitude changed once they actually got involved with the training and became keen to gain knowledge.

Trainees and students appreciated the encouragement they received from SADACCA staff. It encouraged them to want to study further and it increased their self-confidence.

Funding was a major problem. Due to cutbacks and lack of funds, SADACCA had to close silkscreen printing and photographic studio work, which had been funded by the City Council and Urban Programme.

The high turnover of staff meant less of a 'core staff' really well acquainted with the educational programme and the day to day running of the centre. The group also had a problem with recruiting. In certain subjects there were no sufficiently qualified black tutors available.

Part-time tutors could not attend meetings because there were not enough funds available to pay them. This meant they missed out on important changes and also on the social aspects of SADACCA.

One of the tutors was not happy with the way trainees were assessed for courses by Employment Training agents. SADACCA believed that black people felt inhibited when going for assessment at Employment Training agencies, so were recommending that assessing people at SADACCA premises would be of mutual benefit. An example citied was of a trainee who was inappropriately put into the child care course. SADACCA then had to refer the trainee to a catering course which was more suited to the trainee's needs. The tutor suggested that having a representative of the course on the panel of Employment Training assessing the trainee would prevent such misplacements.

Another concern was that 'students coming at random time intervals during the courses' meant that tutors could not plan the course properly. One solution to this problem was to have a minimum three months 'admission cycle' period before new students could join courses.

Successes and Failures

SADACCA's greatest success had been its own building project: a complete renovation and refurbishment of a very large disused building. The training offered during the renovation extended not only to young people but also to people who would not normally have had an opportunity for such training. The number of trainees went up from 17 to 73 as the building work progressed.

SADACCA felt that they had been successful because they were easily accessible, well known and well established. The building had increased provisions for the community including a restaurant, bar and a larger general purpose hall. The wider community was also made more aware of Afro-Caribbean cultures through the many links SADACCA had with other groups in Sheffield.

One of the most important aspects of SADACCA's success was the enhancement of confidence in the Afro-Caribbean community. A major

failure however was the reluctance of many Afro-Caribbeans to continue their studies at local colleges.

SADACCA succeeded in obtaining a job 'searcher' machine and setting up a job shop so that details of jobs from the job centre were available through SADACCA.

Future Aims

In the interviews, the management outlined a number of proposed future developments were outlined which included:

a. Providing a 21 hour course in Leisure and Recreational Industry offering subjects covering cricket, netball, badminton, football, swimming, keepfit, health and fitness, horticulture, literacy and information technology. Courses would be open to men and women aged 18 to 35.

b. Increase child care course from one to two years and providing placement areas for trainees to get wider experience.

c. Develop the City and Guilds '6091 Certificate' in Painting and Decorating, to enhance the employability of those trainees who cannot find jobs after training and to encourage them to form a co-operative group on a self-employed basis.

d. Future close collaboration with Employment Training agents.

e. Provide more workshops with subjects such as writing and music.

Good Practices Observed

Good practices observed included:-

a. Building up of trainees'/students' confidence

b. Regarding individuality and individuals' rights as very important

c. Giving time to students to be together to get to know each other.

d. Day-time creche was clearly helpful, especially to one-parent families.

e. Providing on a one-to-one basis for students who were undergoing hardship.

f. Encouraging all students to achieve certain objectives to the best of their ability.

g. Offering guidance and counselling as an integral part of curriculum.

h. Catering for cultural needs.

i. Providing individual help on a one-to-one basis with academic work.

j. Staff development was encouraged.

Researcher's Appraisal

SADACCA was very well situated near the city centre. It had a friendly atmosphere and plenty of space for a variety of activities.

The staff were dedicated to their work with the students and trainees and encouraged them to do the best they could according to their abilities.

Employment Training had been on the whole welcomed by SADACCA. However if skill shortages, recruitment difficulties and hard-to- fill vacancies were to be addressed then some realignment of provision needs to take place. To do this requires a corresponding demand from the unemployed. Additional issues which will have an impact on the 14 to 19 years old age group were the development of a national curriculum and National Vocational Qualifications.

SADACCA will find, and was indeed already experiencing, increasing competition for attracting young people. Competition will be rife between employers and the education/training institutions, all of which will want to remain viable. There will be more older clients and training provision, materials and traineeship will have to be geared towards more non- traditional clientele.

The Language training being offered by SADACCA was commendable but more languages should be aimed for in future especially for people seeking to go into the hotel and catering sector, to cater for the increased tourism expected in 1992 in the single European market. SADACCA will find they will need more high level new technology training to remain competitive.

Reference

Department of Trade and Industry, Inner Cities Unit: *Task Force* 1989.

Editors' Note: The research instruments used for this Study were similar to those used for Case Study 3 and printed on page 89.

Case Study No.5

Steve Biko Youth Organisation

by Sharon Shea

The Local Economy

In Lewisham unemployment averages 20 per cent across the Borough; in some areas it rises to 35 per cent among the Afro-Caribbean community.

The Deptford Docks formerly provided the economic base of the area and was labour intensive. The economic demise of the docks led to severe unemployment and economic depression. More recently the rise of high-tech industries backed by Plessey and Greater London Enterprise Developers has brought some economic regeneration but unemployment has continued to remain very high. Late in 1989, Task Force moved in bringing about one million pounds for employment schemes.

Joe Greenland (*Guardian*, 12.4.89), Director of the Deptford Enterprise Agency, suggested that the area lost 83,000 jobs between 1971 and 1986, mainly in the manufacturing and construction industries.

Steve Biko Youth Organisation outlined some of the major economic and employment changes in the area and how these affected the local workforce in its own report.

> From the mid 1970s unemployment has been increasing steadily both locally and nationally. In the northern ward of Deptford in the Borough of Lewisham (where SBYO is based) this trend was escalated by an exodus of large businesses who were previously heavy volume employers and on whom many of the local community relied for a major source of steady employment.[1]
>
> With the demise of the Greenwich and Millwall Docks and the closing and relocation of many of the area's businesses, many of the residents of Deptford have become members of the long-term unemployed. During the early 1980s the implementation and expansion of Dockland Development scheme has brought new life to the area.[2]

Unemployment

The directorate of Economic Development and Estates, in an Economic Review of the Borough of Lewisham, highlights some of the recent trends in employment in the area and how the black community are affected:

The number of people out of work in Lewisham dropped from 17,803 to 15,018 in the year ending February 1988; an improvement of 15 per cent. However 12 per cent of the borough's economically active population is unemployed. There were two significant trends:

1. The high unemployment is in the north of the borough, where much of the population is black. Indeed the 1981 census figures suggest that black unemployment in Lewisham consistently runs at least 8 per cent above the average.
2. The rate of long term unemployment is also significantly high. Over 6,750 people are currently out of work for more than a year.[3]

Ethnic Minority Population

From the Steve Biko report it was possible to get an idea of the ethnic composition of the area in which the group is based.

> The Evelyn ward of Deptford has a large black community which is made up of Afro-Caribbean, African and Black British. The white population is mainly working class with skilled and semi-skilled workers making up the potential labour force. It is also the home of a large number of Greek and Turkish Cypriots and recently arrived Vietnamese people.[4]

The Steve Biko Youth Organisation started in 1975/76 as a campaign against the 'sus' laws. It also made alternative provision for young black people expelled from school at crucial times during their education.

The group also moved into the area of providing skills training in office practice and new technology and highlighted the fact that although there were new job opportunities available, local people were still not benefiting.

> Despite the opportunities created in the area as a result of the development, very few of the large numbers of local unemployed have been able to benefit. The reason being that many do not possess the necessary skills to take advantage of the available jobs.[5]

Objectives of SBYO

The objectives of the Steve Biko Group are to:

> provide vocational training leading to jobs which offer unemployment opportunities and
>
> to assist with training and retraining.

The aim of the provision at Steve Biko is to bring those who do not have the skills to benefit from the local opportunities into the mainstream by education and training in key areas such as new technology and office practice.

Courses on offer are as follows:

Typewriting, audio typing, word-processing RSA LCC Stages I, II, III, Computer Literacy and Information Technology — RSA Stage I, Computers in Data Processing — RSA Stage I and II Numeracy, English for Commerce.

Group Procedures
Management of the Scheme

A new management committee was appointed in 1989 and the old committee resigned. It had not functioned effectively four years. At the time of visiting the new committee had been in post for only a couple of weeks.

The co-ordinator was keen that the members of the new management committee should have expertise in management and credibility with funding bodies. At the time of visiting the group, it was being managed by a co-ordinator overseen by an advisory committee. There were two part-time tutors for the computing and typing courses initially. By our last visit only one tutor remained.

The facilities available meant that the group was able to provide for 12 students per day. They were hoping to be able to get funds for additional machines and software and so increase the daily intake of students to 30 per day.

Recruitment Methods

The group had leaflets detailing the courses on offer. The researcher was not aware of any other method of recruitment. According to the co-ordinator though:

> Most of the courses are filled by word of mouth and it's first-come first-served.

There were no formal educational admission requirements. However for the word-processing courses trainees were required to have some keyboard skills. SBYO is a small organisation with a limited capacity so prospective students had to demonstrate keeness and willingness to achieve.

Priority was given to those who were unemployed, had no previous qualifications or were single parents. Priority is also given to black unemployed people although others were welcome.

Planning/Delivery
Course Organisation

The researcher was unable to see courses up and running or talk with students and tutors about the way the course was run, teaching methods and their views about black tutors. However it was possible to collect the following details.

Students coming into the scheme were required to pay the following fees:

Typewriting (Beginners)	£40.00
Typewriting (Intermediate/Advanced)	£40.00
Word-processing	£40.00
Computer Processing	£40.00

The unemployment concessionary fee for all courses was £ 5.00[6]

The Steve Biko Youth Organisation was an approved Examination Centre for the Royal Society for Arts and the London Chamber of Commerce. All exams were taken on the premises, where students were in a familiar environment.

All students were given the opportunity to work at their own pace and tuition was on a one to one basis. Individual progress was monitored and records kept for each trainee on their work and attendance.

Creche

The group provided creche facilities for students with small children. Courses are run from 10 a.m — 2.30 p.m. to allow those with children to drop them off and pick them up from school.

Assessment Methods

Courses were taught using formal lectures, demonstrations and practical sessions. Students were encouraged to participate in 'hands-on' practical experience. This was particularly important with keyboard and computing skills.

Students were encouraged also to work towards paper qualifications and the group had achieved pleasing results.

RSA Grade I	July 1988	35 entered	32 passed
RSA Grade II	July 1988	38 entered (4 with distinction)[7]	38 passed

The group constantly attempts to review courses. In the co-ordinators' words:

> We consider the exam body reviews other things that are going on in the Borough and the Committee itself. The tutors also practice an ongoing system of review.

> We actually pride ourselves on being able to adapt to whatever climate is out there and you can only do that by constantly reviewing and monitoring progress.
>
> We gauge the success of our courses by how many people are actually finding employment.

Links With College/Employers

The group had no links with colleges. The co-ordinator argued that:

> Links with colleges are not particularly desirable and worthy of being copied since 90% of blacks in the area don't use their college facilities. For colleges there is more money to be made from foreign students and locals lose out.

The group was in the process of developing links with employers but wanted to present themselves in the best way possible and present a very professional image. At the time of visiting, the building was being refurbished to improve working conditions and facilities for students. These improvements were also intended to give a good impression when negotiating with prospective employers and to help to abolish some of the negative notions of how black community-based groups run. The co- ordinator observed that:

> Links are a good thing. I don't want us, as a black group, to be alienated.
>
> We are developing links with employers and we want to create a professional atmosphere. It's not really good for people to see us in shabby conditions. We don't really want preconceived ideas of black people not being efficient to be compounded when they come and see that all the desks are second hand.

Guidance And Counselling

There were no students or tutors available to talk about guidance and counselling. However the issues were covered in the group's report:

> Throughout our existence, the drop-out rate has been very low. This we feel is due to the way in which the courses are structured, the environment and area in which the organisation is based and the individual support the trainees receive.[8]

Staff/Staff Development

At the time of visiting the group, there was one co- ordinator and a part-time tutor. Courses had not yet began and the researcher was unable to talk to tutors or students to get their views of the provision. The group suggested in its report however, that to be able to improve and increase provision would need three full-time tutors to operate a full day with additional evening sessions.

A committee member remarked that:

> Biko is doing good work. It has been training young people who haven't gone through conventional lines of development.

The co-ordinator found that Black Community Sector provision for black unemployed people was not being well supported:

> When you found a group like ours to train the indigenous people who are missing out on our system we tend not to get a tremendous amount of assistance.

Funding

SBYO training scheme was supported by Lewisham Council. In 1987/88 the group received committee funding of £4,200 (Economic Development) plus £26,000 (Policy and Resources).[9]

The group has had problems with securing long-term funding which affects its ability to plan adequately for the future.

A management committee member argued that the black community cannot boast about continuity in their progress since continuity comes with years. Black groups were funded for only very short periods which meant that they were forever fearful of discontinuity. This fear of closure 'was always around the corner.'

It was suggested that Government's preference for funding groups thought to give 'value for money' favours white groups, which are much more able to exhibit this rather than black groups which are desperately underfunded. Most white organisations, it was agreed, are much better funded in terms of capital equipment. It was also suggested that the ways black groups are funded differ greatly from that of white groups:

> Most funded black organisations have not been funded for the carrying out of activities that can lead to real economic development in this country.

> Funding bodies exhibit a readiness to fund cultural activities mainly to do with sports and entertainment.

The Biko group applied for funding from the Department of Employment but had not been successful in securing any. A committee member, also a Council employee, told us:

> Now, sadly, even the DOE have repeatedly refused applications for the Biko Project presented by the Council on its behalf, for funding for both capital and revenue. This was done on the grounds that Biko was first given pump-priming funding by ILEA and it is not DOE's policy to fund any organisation that in the past has been in receipt of funding from ILEA.

Monitoring And Outcomes

The co-ordinator argued that the main aim of those attending the scheme was employment and that that was the main outcome.

> Most students find work before the course is finished and come back to take their exams. That's how we know for a fact our students have got jobs. We don't keep tabs on them.

Future Prospects

The Biko group felt pessimistic about the future. They were convinced that its long term progress would be hampered by funding practices and political factors. These comments by co-ordinators were typical

> I don't think we have anything to gain in Lewisham as a black group and community under a Labour Council. It doesn't make any difference to us. We have been severely hampered all along in terms of realistic funding to do the job properly. The reason for this is that Lewisham has no previous knowledge or experience with actually funding black groups to do the kind of work we are doing.
>
> There is a conflict between what is required to do the job in the area and what the local authority or funding body has done in the past.
>
> If we do not receive adequate funding very soon we will not be in existence after March 1989.[10]

Perception of Black People and Change

It was suggested that change can only come about as perceptions are revised about what black people are able to do and their role in the local community. The council and local community funding bodies need to change their perceptions of what black groups are capable of. A co-ordinator said this:

> We're in the docklands community. On our doorstep things are being developed which I want us to be able to take advantage of, not for people to commute from Kent and take all the work. Although they take a lot of it anyway we want to see if we can get some of it, and get people in the frame of mind to consider black people to be part of the functioning of the docklands because we do live in the area.

The group is concerned that the future employment for black people in the area is closely linked up with the enhancement of equality of opportunity. The co-ordinator sees 'New Technology' as having a major role in this:

> As far as we see it, we're trying to see a positive way of meeting the needs of unemployed people here and the idea is to get them to tap into major employment sources in London as a whole and we've got to equip them to take advantage of the 'New Technology'.

> We try and meet the demand, looking at positive ways to cater for the social need in Deptford.

The group argued that it didn't want anything 'special' because being a black group; it just required the 'help' to do the job properly.

> Industry requires people to be adequately trained. All we are doing is asking for money to purchase the necessary equipment to provide what industry wants.

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Case Study No 6

Evaluation Report of Charles Wootton Centre

by Clifford Higgins
Training for Development, Merseyside Innovation Centre
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Introduction

The Charles Wootton Centre is currently in a process of rapid change. From its inception in 1974, the work of the Charles Wootton Centre has expanded and changed, providing education, training and employment for Liverpool's Black population who have traditionally been excluded from such provision.

The primary aim of the Charles Wootton Centre is to redress the miseducation of Black people resulting from institutionalised racism within the education system.

The Charles Wootton Centre recognised that institutionalised racism had structured young Black people not only into educational under-achievement but also out of post-educational training and employment opportunities. To increase the access of Black people to training and employment, the Centre initiated various work training projects under the auspices of the Manpower Services Community Programme. At the same time, the Charles Wootton Centre built up valuable relations with other educational, training and employing organisations to increase their accessibility to Black people both directly and indirectly.

The Centre's work was until 1988 funded through three main sources: the City Council, the four City Colleges, and the Manpower Service Commission (MSC) through the Community Programme (CP). Funding, however, has consistently failed to match the potential of the Centre to contribute more fully towards the economic regeneration of the communities it serves and of Liverpool as a whole. MSC funding carried its own constraints and anomalies, most particularly cyclical short-term employment conditions and a

mismatch between the primary aim of the Centre and the MSC's policy criteria of training for employment. Nevertheless, the Charles Wootton Centre made creative use of MSC funding.

The cessation of the MSC Community Programme, its replacement by Employment Training, and the subsequent confrontation between the Charles Wootton Centre and Liverpool City Council led to a situation in which the future of the Centre's work was threatened. Negotiation between the Centre and the City Council followed; the City Council has guaranteed to fund the Centre's work for an initial period of one year to compensate for the loss of MSC funding and to allow for the continuation of its work.

The Charles Wootton Centre recognised that changes in funding criteria offer the potential to re-evaluate and develop the work of the Centre. To take full advantage of this and to secure future funding commensurate with the ongoing and projected development of the Charles Wootton Centre and with its political status as an independent Black organisation, the Centre commissioned an independent evaluation of the past and future work of the Centre. Messrs, Bailey, Page & Roper, Chartered Accountants, were contracted. In full consultation with the Charles Wootton Centre, Bailey, Page & Roper subcontracted Training for Development to conduct the evaluation exercise on their behalf.

Purpose of evaluation

To identify appropriate areas of future development and to assess the implications of managing such changes to the organisational, financial, management, staff and administrative structures necessary to this development.

The Evaluation team undertook detailed interviews with the Director, Project Co-ordinator, and Project Managers, and with members of administrative, teaching and field staff, and students and members of the Management Committee regarding all aspects of the project(s) content, staffing, and organisational arrangements.

The recruitment, training and personnel records and students' written assessments of their educational experience at the Centre were examined, as were the Quarterly Evaluation and Monitoring Reports that the Centre was contractually obliged to make to the MSC, and the financial and administrative records pertaining to operational expenditure and income. The figures and graphs presented in this report are based upon information provided by the Centre's own records. It is acknowledged that a fuller research programme which aims to evaluate the long term progress and destination of students in the education system is under way and more detail and validation of the Centre's work can be expected from that research on completion.

A search of published sources connected with the need to provide education, training and employment for Black men and women were reviewed, and are documented where appropriate in the report. In particular, reference was made to documented sources concerning the prevailing wider social and

economic context of predicted labour shortages and its relationship to the existence and development of the work at the Charles Wootton Centre.

The report represents the combined findings from each of these sources and a professional evaluation of the future organisational needs and development of the Charles Wootton Centre.

History of The Charles Wootton Centre

The Charles Wootton Centre was established in 1974, as an inner city study experiment to enquire into the educational problems of Black people within the Liverpool Community and to provide an alternative educational for the many young Black adults for whom the conventional educational system has been a failure.

Since that date the Centre has initiated a number of innovatory courses geared towards enhancing the educational, training and employment opportunities of people in the local community. These courses include the highly successful Preparatory Course which serves as a suitable stepping stone for entrance to further education and as a major source of recruitment for the Grove Street Access to Higher Education Course. More recent innovations include the Medical Secretary's Course set up with the support of Liverpool Health Authority and Millbrook College and the opening of the Wootton Mandela Library. The former is geared towards enhancing the employment opportunities of Black people in the Health Service while it is hoped that the latter will become the main Black studies resource on Merseyside.

The Charles Wootton Centre has established its professional reputation both within the community and outside. It has built up good working relations with other institutions of further and higher education as well as with the Health Authority and other professional bodies. It is the only institution of Black Education on Merseyside and its Preparatory Course is probably one of the most successful in Merseyside in both building the confidence of and preparing young adults for employment and/or entrance to further and higher education.

Since 1981 the Charles Wootton Centre has also provided Black people in the local community with training and employment by setting up the Video Workshop, the Music Workshop and the Black History Workshop.

The Charles Wootton Centre has expanded significantly since its inception. As a result of this expansion and of planned future projects and courses, the Merseyside Task Force gave the Centre a grant of £28.500 plus legal costs to purchase outright its present premises: 248 as well as 250 Upper Parliament Street, Liverpool 8. The Centre has also received small grants and donations for the refurbishment of these buildings.

The Charles Wootton Centre has, for many years, been the second largest employer of Black people in Liverpool. In addition to its roles as an employer and as an educational and training institution, the Centre meets a variety of local needs not catered for elsewhere and fulfils a significant community role. The various workshops are highly instrumental in this community role.

A brief description and evaluation of the role and work of the Centre follows:

1. Charles Wootton Centre: Role in Accessing Black People to Further Education

Background

The Centre's role in accessing Black people to Further Education represents the basis of the Centre's Education Policy.

The under representation of Black people in Further Education has long been recognised and is widely documented[1]. Studies have shown how Black students are structured towards under achievement consequent upon institutionalised and interpersonal racism; the omission of Black perspectives in educational content; and the effects of this in inducing low expectations towards educational success and low self esteem and confidence on the part of students[2].

Establishing Black history and contemporary cultural studies within formal education, building the confidence of Black students and providing a positive learning environment within which students can learn and develop were and remain crucial enabling aspects of the Centre; firstly in realising the immediate unmet educational needs of local Black people, and secondly in enabling access to Further and (demonstrating the success of the Centre's work) to Higher Education.

Meeting the Educational Needs of Black students

A brief description of the educational programmes that the Centre has conducted since being set up in 1979 is outlined below.

Foundation Course: Aims

The Foundation Course was started on 12 January, 1987. It was an intensive part-time course which was designed to assist the access of the local Black community into Further/Higher Education in Liverpool. It was brought into being in response to local community demand for a flexible part time rather than full time course, to meet individual needs and circumstances. The Foundation course was, therefore, designed for part time study, and was built around the individual needs of students.

The initiative to set up the Foundation course followed a series of informal discussions between the Director of the Charles Wootton Centre and the Principals and some lecturers from the four City FE Colleges.

Unique Features of the Course

There were two unique features to the course. Firstly, it allowed the Colleges the opportunity to introduce various vocational areas of study to the Centre's

students and to other interested members of the community. Secondly, it provided a support scheme to provide extra help in the form of course lessons to former Centre students in Higher Education institutions in Liverpool.

Foundation Course students ranged in age from 19 to 60, a range which 'brought rich and varied experience to the course'[3]. The lectures were well attended; in 1987 the average attendance at each lecture was 30 students. The lecture topics included:

Art, Graphics & Design
Clothing, Fashion & Tailoring
Hairdressing
Catering
Provision of Languages in the City
Recreation & Leisure/Travel & Tourism
Office Skills/Computing
Engineering & Electronics

Of the 11 students who completed the course in 1987, seven went on the Grove Street Access Course, representing 63.6% of the course and 28% of the whole of the Grove Street Access Course. Another student gained direct access to the BA Sociology course at Liverpool Polytechnic.

Of the seven students who completed the course in 1988, three went on to the Grove Street Access Course and one to City College and successful results in English GCSE.

Course Evaluation

It is clear that in under two years, the course had significantly met its aims and objectives. This can be assessed in terms of the numbers of students taking the course; the success in attracting a wide age range, itself demonstrating the legacy and extent of unmet educational needs amongst older Black people that the Centre has proved itself capable of addressing; the student achievements in pursuing Further Education consequent upon their attendance of this Foundation Course; and the course content and teaching of the course.

The good results reflect the quality of the teaching as well as of the students. The Foundation Course was taught by Lecturers from the Colleges of FE in Liverpool at the Charles Wootton Centre. One of the immediate benefits of the course was the subsequent employment of one of the Centre's Black lecturers by the City College. At the time the course was set up the Colleges also agreed to transfer funding for current teaching posts to Black teachers as soon as suitable candidates could be found.[4]

Literacy and Numeracy Course: Aims

The Centre continues to fund and support literacy and numeracy classes to meet its overall access to education strategy.

Course Evaluation

Attendance on courses has been spasmodic. Low funding and shortage of classroom space have in the past contributed to a poor learning environment and attempts are being made to improve the staffing and learning situation.

This is an increasingly important aspect of the Centre's work, given the emphasis upon adult education and retraining that is likely to occur within the next 5-10 years. It is estimated that up to a quarter of the (actual and potential) working population needs to help with literacy and numeracy. This requires urgent attention if current and future skill shortage in industry are to be alleviated.[5]

Adult Tutor Training Course 1988: Aims

The Centre aimed to increase the number of Black adults who were qualified to tutor in the Further Education system. A special course was therefore organised at the Centre and the teaching supplied by the Sandown and City Colleges. All fifteen students who completed the course were awarded Stage One City and Guilds and NWRAC Stage 1 Certificates.

Further courses were planned and will include Black Studies.

Preparatory Course: Aims

The primary aim of the course is to build the students' confidence to enable them to enter the world of work or to go on to Further/Higher Education.

The first Preparatory Course was launched ten years ago with MSC funding. It was initially organised as a one year course based upon a roll-on-roll-off recruitment policy with a maximum of 16 students at any one time, offering a general basic education in:

English
Maths
Economics
French

and later:

Black Studies
Life and Social Skills
Book- keeping
Counselling
Computing and Microprocessing

During the first three years, and because it was a full one year course, students could be prepared for RSA examinations. However, in 1982, as a result of Government cuts in expenditure on education, it was reorganised as an eighteen week Work Preparatory Course with new guidelines which emphasised training for employment.

Course Evaluation

Given the personal development criteria of the Preparatory Course, the Centre did not exert pressure upon students to enter for formal examinations, but helped them to develop their confidence towards entering for exams when they felt ready. As such, exam entries were not conducted on a regular annual basis; results were very encouraging however, as the following table indicates:

1980	Maths	45%	pass with 2 credits
	English	35%	pass
1981	Maths	86%	pass with 5 distinctions
(March)	English	33%	pass
1981 (Nov)	Maths	100%	pass with 2 credits
1985	Maths	100%	pass

One difficulty for the Centre has been matching its own policy priority of using the course as a vehicle to offer Black people better access to Further and Higher Education with the MSC priority criteria of training for employment.

Based upon an assessment of student learning needs and past experience, it is recognised that the reduction and redirection of the preparatory programme does not provide adequate educational preparation for all students. Some students need further exposure to other courses within the Centre before they feel confident to enter mainstream education. As a result, and discounting other personal factors that might also cause delay (family circumstances etc), the rate of transition to Higher Education was sometimes slower than it could have been. Student attendance on the preparatory course may have occurred two, three and up to five years previous to their entry to Further and Higher Education.

However, despite this anomaly the Preparatory course has been very successful and is a main source of recruitment for the Grove Street Access Course. In 1986/87, 36% of the entire Access to Higher Education Course were ex-students of the Charles Wootton Centre; in 1987/88 that had risen to 56%. The students' own evaluation also suggests that attendance at Charles Wootton Centre Courses is a major influential factor in their subsequent educational development.

Specialist Preparatory Course: B.Ed. Foundation

The experience of the Centre is successfully accessing Black students to Higher Education, and the recognition of the under- representation of Black teaching staff in education prompted the setting up of a special preparatory course designed to increase higher education and employment opportunities.

From January 1989, sixteen students will be starting on a 26 week Preparatory course which has been specifically designed to target the students for entry to the new B.Ed Foundation Course. This course has been set up to train more Black teachers and is due to start in September, 1989 at St. Katherine's Teaching Training College, Liverpool. The January 1989 Preparatory Course is designed to get as many Black students as possible on to this new course.

From these results it can be clearly seen how the Preparatory course 'has become the cornerstone of the Centre's education activities'[6] in achieving the policy aims of the Charles Wootton Centre. The work of the Centre also demonstrates its success towards integrating its initiatives with those of other educational establishments who are committed to improving educational opportunity for Black people in Liverpool.

Further Development.

1. To reinstate the Preparatory course to its original design of one year full time educational preparation.
2. To assess the possibility of initiating specialist foundation programmes towards graduate entry in careers where there is an under-representation of Black people and/or where predicted skill shortages are likely to occur.
3. To establish permanent full time teaching staff at the Charles Wootton Centre, as provisionally planned with the four Colleges of Further Education.
4. To increase provision and appropriate resourcing of adult literacy and numeracy classes.
5. To build upon the success of the Adult Tutor Training course by extended provision; and to investigate the future of such provision in relation to alternative proposals for training adults in teacher training as currently proposed in the Secretary of State for Education's plans for educational provision in the 1990s.
6. To review strategic aspects of future development of the Centre's role in education as elaborated in the Proposed Development Plan later in this report.

Black Studies Course: Aims

The Centre has conducted a course in Black Studies consisting of weekly sessions, which focuses upon the history of Black people in Liverpool and other parts of the world.

The Course aims to encourage an awareness of the forces which have shaped the history of Black people in Liverpool and to analyse how Black people have reacted to these forces. The emphasis of the course is mainly

historical but sections are included which deal with Arts and Sciences in relation to Black people and their relevance in the history of the world as it stands today.[7] 'The Black Studies course is calculated to enable the students to cherish their own identity, whether black or white, and accord due respect and recognition to the historical contributions made by Black people to world civilisation'.[8]

Course Evaluation

From student assessments of this course it is evident that within a positive context of Black Studies and with a clear understanding and experiential validation of the processes operating to structure under-achievement, Black students can (and, as the above results show, do) subsequently achieve. The Black Studies course plays an instrumental and integral part in enabling student and Centre achievement.

Future Development

To build upon and extend the success of the Black Studies course will involve three inter-related stages of development, which are:

1. To develop a closer integration of Black Studies with the other courses conducted in the Centre.
2. To develop Black Studies as an integral part of the Black History Workshop and Wootton Mandela Library. This will ensure that Black Studies develops a local, regional, national, international and world perspective. It will also provide the mechanism by which Black History, past and in the making, is recorded and transmitted within and outside of the parameters of Charles Wootton Centre Educational Programmes.
3. To develop Black Studies as an educational resource for the use of the Centre as well as local and national educational establishments who have a commitment to and need for such resources.

Black History Workshop: Aims

To compile a factual, unbiased and objective study on the Black population of Liverpool, which will provide a better understanding of local Black History.

Needs Identified

The Black community in Liverpool is one of the longest established Black communities in the country. Yet, the Centre found, there was little documented information pertaining to the Black community from a Black perspective. It was decided, therefore, that the Centre would aim to make its own contribution to researching Black history and publishing its findings in

the form of video, educational and training materials for use in schools and colleges. The Black History Workshop is aiming to compile a factual, unbiased and objective study on the Black population of Liverpool, which will provide a better understanding of local Black History.

Course Evaluation

Since its inception the Black History Workshop has undertaken research, using both archive materials and oral history, in the following areas:

The History of Charles Wootton;

The History of Liverpool from 1990 to 1987;

The History of Black popular music;

The History of Black participation in sport;

Political History;

Recording Black history in the making: current events of interest and importance to the Black population of Liverpool;

Support for a Local Language Centre.

The sheer volume of unique 'hidden history' which has been researched and published since the inception of the Workshop is testimony to the success of this project. In addition, the Workshop has acted as a vehicle for the development of skills relevant to both the educational and employment spheres but which are not accessed to Black people in mainstream education and employment. They include skills in researching published archive materials and oral history; interviewing and interpersonal skills; library use; writing and presentation.

Fifteen students have benefited from training received from this Workshop in the period 1983/88 and 80% of these students have progressed on to further/higher education and employment. Although the Black History Workshop has been one of the most underfunded workshops in the Centre, it is remarkable that it also became the most successful in terms of placements of its trainees into further/higher education and employment.

The Black History Workshop is also compiling a permanent display of Black History in the Centre to make it available to the community and for visits from community groups and school parties. There is much potential to extend this work of researching and publishing educational resources.

As part of the programme the Black History Workshop aims to create a mobile display and scrapbooks which can form part of an exhibition around the Liverpool area in local libraries, schools and community centres.

As with the other Workshops, however, cyclical short-term funding, the employment criteria laid down by the MSC and the consequent high staff turnover made it difficult to sustain good research projects. Permanent funding and staffing of this project are crucial to its success.

Future Development

1. Closer integration with Black Studies and Wootton Mandela Library, as indicated earlier.
2. The possibility of mounting short courses on research and methodology and/or broader based foundation courses which may link in more directly to mainstream graduate programmes.
3. The workshop has already begun to work in liaison with the Video Unit on specific projects. There is potential for extending this practice and combining two policy aims of the Centre. One, in terms of obtaining media access for Black History and two, to build up the broadcast production experience of the Video Unit.

One opportunity that could be explored in this respect was a planned Granada TV series about Liverpool's experience in the Second World War. The History Workshop has identified local Black elders who experienced wartime Liverpool or who served in HMS Forces, and some questions about their experience are included on the oral history questionnaire. The possibility of the Video and History Workshops collaborating with Granada TV with a view to providing a broadcast input to the TV series with appropriate consultancy and production fees could well be explored.

TV projects such as these show the potential for the unique contribution that the Centre is currently capable of making. The fact that the Centre has developed the means to make a professional contribution is some measure of the Centre's success in establishing expertise and skills in researching and transmitting Black education.

The Wootton Mandela Library: Aims

The Centre aims to develop the Library as the main Black Studies Resource and Data Base Centre on Merseyside, for which there is a clear demand.

Evaluation

The Wootton Mandela Library was opened in June 1988 so is a relatively new initiative and is still in the process of being stocked and developed. Nevertheless, the Library has already stimulated much local interest and is currently used, on a limited basis, by students of the Centre and by other members of the local community.

Future Development

1. The Centre is frequently approached by employers and educational and health agencies for statistical data and information pertaining to Black people locally and nationally. There is the scope to develop an active statistical resource and data base within the Library.

To develop the Library as a Resource and Data Base Centre the Library needs:

Books and statistical resources
Computerised records of resources
Permanent staffing; part-time initially with the expectation that this will become full-time post within 12 to 18 months, as other projects grow and develop and the demands placed upon Library Resources increase proportionately.

2. There is also a clear potential to develop the Library as an integrated unit with Black Studies and the Black History Workshop. This is further discussed above.

3. The longer term possibly of short courses to the community concerned with library science, and skills in using public libraries as resources are evident.

4. Once firmly established and properly resourced, setting up a specialist foundation programme designed to give Black students access to graduate study in Library Science, Information and Technology will become a real probability.

Music Workshop: Aims

To provide a service (Training) free to the community and to have students reach a standard of performance that will enable them to pursue a career in the entertainment business.

To have students reach a standard of recording ability and microphone technique sufficient to pursue a career in the recording business.

To have a catalogue of recorded backing tapes for students so they can perform booked events.

Evaluation

The Music Workshop has achieved and maintained high credibility both within and outside the local community. The Workshop has provided a free service to the community, taking part in carnivals, fetes, school events, fund raising events etc, often at short notice. The Workshop performed at the 1984 International Garden Festival and in 1986/87, 32 shows were performed over a ten month period, attended by over 100,000 people. These included the Merseyside International Carnival and the Charles Wootton Open Day. Students and staff of the Workshop have also performed at Liverpool's prestigious theatres, including the Empire, Everyman, Royal Court and Philamonic Hall.

Some students have obtained paid work through local agents who liaise with and look to the Centre as a source of young talent. Others have obtained paid or self employment in the music business. Paradine Express is one example of 'making it' to popular fame.

The Workshop has been successful at the individual and community level. The lack of proper finance, instruments and other equipment, space and income to pay for tutors' time has meant, however, that the Workshop has been run on an ad hoc basis.

The Workshop provides training three evenings a week for people in the community to learn to play musical instruments.

In the year 1986/87, thirty students attended for lessons each week on a regular basis. In the same period sixty different students made use of the workshop.

Recognition of the lack of music education and practice in local schools, of the prohibitive costs of gaining these elsewhere, and of known local interest and talent led to the setting up of the Charles Wootton Music Workshop. Pressure on classroom space and potential disturbance to other educational and training functions carried out in the Centre have meant that Music Workshop courses have been run in the evenings. There is, however, demand for more daytime courses with emphasis upon the development of a wide range of skills, including a basic appreciation of music theory as well as practical skills and experience.

Future Development

The Centre Management has begun to reassess the role of the Music Workshop, over and above the services that it provides to the community. The desirability of enhancing the educational aspects of music theory and appreciation and to offering a platform for students wishing to further their musical knowledge prior to entering Colleges of Music remains a priority if appropriate staff, financial and physical resources become available.

There is much potential for strengthening the strategic educational, promotional and employment role of this Workshop, as outlined below.

1. Educational Development:

a. To develop a co-ordinated educational programme of music theory and practice.

b. To establish accredited (exam) status of the programme and careers information and route to advanced stages of music theory within the further and higher education system.

2. Promoting the Charles Wootton Centre's role in Black music:

a. To assess the potential for establishing a permanent Charles Wootton 'sound' or band/local group. This would provide the means for developing excellence, regular performance practice, a source of employment, and opportunities to develop programmes in all aspects of the music business, as outlined above.

It would also promote the work and musical talent of students at the Centre.

b. To develop employment opportunities for placing students in work in the music industry. Liaison with agents (local and national); helping performers meet Equity card criteria; identification of audition opportunities and pub/club, theatre and social venues.

c. To assess the possibilities for giving students access to recording and promotional facilities. A possible long-term project may be to consider the feasibility of setting up a Charles Wootton recording studio.

d. To assess the potential for the legal production of backing tapes for sale to local performers.

3. Employment Development/Music Business Opportunities:

To assess the needs to provide experience and training for self or paid employment in the music business and to develop programmes or mechanisms as appropriate. A preliminary assessment of needs suggests the following as important:

a. Preparing for and performing at auditions;

b. Obtaining an Equity card;

c. Stage practice and touring;

d. Getting and using agents;

e. Business management: eg signing contracts; performing fees; legal matters such as copyrights etc.;

f. Stage management;

e. Professionalism.

To programme the Music Workshop towards enhanced educational development, as outlined, will clearly involve an assessment of student learning needs, investment in equipment, allocation of physical space within the Centre for day and evening classes, and access to stages and theatres for practice sessions. The recruitment and adequate payment of qualified musicians and teachers of music theory are key elements to achieving this development. The use of unpaid volunteers has proved to be an unsatisfactory basis upon which to establish educational continuity, professionalism, and sustained tutorial support for the talent that is apparent in the local community.

2. Charles Wootton Centre Role in Work Skills Training and Access to Employment Video Production and Training Unit Aims:

In 1982 the Charles Wootton Centre decided that a Video Workshop would be a valuable resource for the Black community. In addition the Unit aimed to provide access training and employment opportunities to the film, television and video industries.

Evaluation

The Video Unit has initiated, or been involved in, the production of a wide range of community video productions, and filming of community celebrations and events. It has played a specific role in accessing members of the community and students attending courses within the Centre to develop practical skills in technical and organisational aspects of video production and editing. The Unit has also been commissioned by local employers like John Moores, and Statutory and Voluntary Agencies, (the LEA and Merseyside Youth Workers Association) to produce promotional videos, and work on Black perspectives in Education and Anti-Racism.

There is a continuing need for the Unit to offer its services and resources to the community as before and to extend its role providing skills training in all aspects of video production and in enabling Black men and women to gain access to work and further educational opportunities in the film and/or media industry generally. The Video Workshop is currently being expanded in to a Video Production and Training Unit, partly to meet existing demands but also to equip itself to take full advantage of the widening opportunities in the current film and video market.

The Video Unit is ideally placed (relative to its competitors, in terms of expertise and its known market) to develop its current work and to take advantage of a market context that will provide a source of income generation that is potentially compatible with sustaining and developing the Centre's strategic role in all aspects of Black education, employment, training, and media production. As such the Video Unit represents a priority project in terms of securing its short and long term future and in equipping it with the technical, financial and staff resources that are required for it to capitalise on the opportunities available to it.

An analysis of its future potential and needs follows:

Future Development

There are extensive changes occurring both in technology and in the film, television and video industries that afford wider opportunities to the Charles Wootton Centre. These are:

1. The planned growth of video and film making through the early 1990s in the Merseyside area.

2. The deregulation of television, offering the opportunity for more equitable representation in both the mainstream and independent sectors in terms of employment and self employment.

3. Known gaps in the video production market which, together with these other opportunities and changes, combine to provide a lucrative market context in financial and developmental terms, as discussed below.

1. Market Potential and Generation of Income; Television and deregulation

The Unit has recognised the potential for direct input into the television medium. Deregulation means that by the early 1990s independent production will not be confined to Channel 4 but will form at least 25% of the output of both the BBC and ITV companies.[9]

The Unit intends to use this opportunity to generate income, to enable the community to gain access to television and to extend its training and employment opportunities. For example, the Unit will become involved in the following areas:

1. Electronic News Gathering (ENG) — covering local news.

2. Recording public and official opinion on local issues.

3. Making documentaries of relevance and interest to the community.

4. Highlighting and promoting local talent in the Arts, including drama, dance and music.

The close proximity of both Granada Television and BBC Northwest is of immediate advantage. Furthermore, there is the potential for collaboration with other related sectors within the region, such as the Arts, and to stimulate training for key groups, eg adult retraining, given the predicted shortfall in the numbers of young people entering the economy over the next ten years. These combined activities will promote the employment opportunities for Black people in the local community and will support wider policy initiatives taking place in the economy towards adult training.

The Charles Wootton Centre has the infrastructure in terms of the core skills and people trained in research methods, particularly in the Black History Workshop, and in management and administration; it has working space, and its own Music Workshop: although with expansion planned, recruitment of additional staff must follow. The immediate need is for equipment to enable the Unit to produce materials which are of broadcasting standard and to enable the planned expansion to occur.

2. The Video Production Market

The Unit has identified gaps in the video production market in Merseyside. Market research and video work already undertaken by the Unit suggests that there is demand within the private as well as community sectors for high quality productions at reasonable costs. Research[10] has also shown that much that is currently produced is of mediocre quality and expensive. Work already undertaken by the Unit has included induction training videos for local employers and there has been a consistent demand for promotional video work.

3. Community Video

The Charles Wootton Video Workshop was founded as a community video resource. This work will continue to develop. Its key areas are:

1. Recording local history — people and places;
2. Promoting local organisations and initiatives including play and re-creation;
3. Fund raising;
4. Exchanging information between groups and areas.

4. Equipment and Materials Needed

A detailed breakdown of the equipment and materials that are needed to enable the Video Unit to expand activity in the areas mentioned is included as Appendix A.

The equipment specified (Super VHS and M II recording machine) has been selected on the basis that it will produce broadcast quality material at a price substantially below that produced using film. The Video Unit would, therefore, be well placed to expand existing production towards high quality video for the television and quality video business markets.

5. Projected Income of the Video Unit

The projected income from the first year of trading is as follows:

(Super VHS)	2 x Marketing Videos (Business)	£20,000
(Super VHS)	3 x Pop Promotions	£ 4,500
(Super VHS)	4 x Community Rate Videos	£ 2,000
VHS	20 x Local Events, Social Occasions, etc	£ 2,400
		£28,900

This is a very conservative estimate and could easily be surpassed in the first year of trading. Planned expansion, coupled with effective advertising, could well see this figure doubled.

The production of a detailed business plan, together with marketing procedures, will play an important part in planning, resourcing and managing the development of this unit.

The Video Unit is currently investigating sources of venture capital to enable its planned development and is confident of its future. This confidence is justified by the current and future opportunities brought about by changes in the film, television and video industries on the one hand, and on the other, gaps in the market for video productions. Not only will these areas of potential expansion extend and enhance the training provided by the Unit and widen employment opportunities; they also provide the Unit itself with the opportunity to generate its own income and support the wider initiatives of the Centre.

6. Video Unit: Training programmes

To take advantage of these opportunities the Video Productions and Training Unit aims to provide training to Black people in the community. For this to be effective the Unit must keep abreast of changing technology so that trainees can become experienced in its use. This is essential to their career prospects.

The Unit has the capacity to train up to sixteen people per annum in all aspects of Video production. An outline of the training programme is included as Appendix B. However, given the shift in emphasis from MSC skills training to an independent Charles Wootton Centre programme, the status of the programme needs to be established and approved. This could be an access module of education/training accredited under NCVQ, or an approved equivalent to syllabi/programmes conducted in further/higher education with appropriate qualification status.

Course Evaluation

The course can be evaluated at the level of successful inter-agency planning and co-ordination, given the number of agencies and the organisational complexity involved. An Advisory Group was set up in the months preceding the start of the course to plan and co-ordinate the scheme. It comprised representatives from Health, Education Administration, MSC, Colleges, and voluntary and student committees.

In terms of evaluating the content of the course, examination results have been encouraging. An 86% pass rate, with three distinctions, was achieved in November, 1988 in RSA Typewriting Skills — Stage 1. Indications so far are that all members of the course will be placed in full-time employment within the Health Service.

The Centre's role in establishing this particular course demonstrated the increased status of the Centre in establishing a local course which provides a model for national use throughout the Health Service. The need for the Health Service to recruit women into the Service in future years may well

provide economic, as well as equal opportunity, grounds for the Health Service to want to support and extend this kind of initiative.

Some Statistics

As a conclusion to evaluating the role of the Charles Wootton Centre in further education and training, the following tables and graphs show the tangible results that have been achieved by the Centre within a relatively short time, often under difficult political and social circumstances and within an environment of economic decline.

The Charles Wootton Video Productions and Training Unit can become a viable self-supporting unit, of benefit to Merseyside as a whole and to the Black community in particular.

Medical Secretary's Course: Aims Background

The setting up of the Medical Secretary's course marks a key development in the Centre's own initiatives (as opposed to using MSC training funding for educational purposes) towards increasing employment and training opportunities for Black men and women in Merseyside.

The number of Black people employed by Liverpool Health Authority is very low. The Medical Secretary's Course 1988/89 Report states:

> A recent study shows that out of 12000 staff employed by Liverpool Health Authority less than 200 are Black people'. (p1).

Lack of adequate professional qualifications has been given as a reason but it is now being increasingly accepted that institutional racism is an important factor.

To redress this the Charles Wootton Centre, in collaboration with Liverpool Health Authority, Millbrook College, MSC Training Division and local doctors, is seeking ways of widening access into the Health Service and one initiative considered was the setting up of a Medical Secretary's Course in the Centre to cater mainly for Black people.(ibid p1)

It was also hoped that by setting up this course the Centre would have 'a base on which to launch in future other medical courses, for example, Nursing access, theatre staff, ward clerks and laboratory assistant courses'.[11]

The Course which is full-time and lasts for 46 weeks, was launched in May 1988. It is adapted from a two year full-time course for Medical Secretaries at Millbrook College and is designed to train people up to a competent standard in as short a time as possible. If students are unable to get employment after the one year course, they will nevertheless be up to a standard to complete the second year at Millbrook College. This would give them the chance to sit the exam for the Association of Medical Secretaries.

Course Content

The course aims to provide theoretical and practitioners' skills in the role and work of Medical Secretaries, and entry to appropriate City and Guilds, RSA, Teeline, Pitman, ULCI and Business Studies examinations.

Subjects undertaken:
English (Communication written and oral)
Shorthand ('T' Line)
Typewriting
Wordprocessing
Office Practice and Procedure
Medical Terminology and Clinical Procedure

Students also gain work experience on placements in Health Centres or local Hospital Administration (see pages 189 and 190).

Gender Analysis of Staff

The capacity of the Centre to provide full equal opportunities to Black women students and members of staff has declined rapidly since funding stopped for the creche and pickup service. Creche provision is a vital resource to allowing women and single parents access to education and employment and to enabling the Centre to take full advantage of future opportunities for adult training.

Large employers like Norwich Union, Midland Bank and the Health Service are themselves moving to increased flexibility of working hours and provision of creches to enable them to compete effectively for female labour in the coming years. The Centre can have a strategic role in providing access for women to such employment opportunities, but must itself be capable of providing effective means to enable women to enter the education system. The Centre's own Education Survey shows that the demand for education amongst Black women in the community accounted for 41% of the responses and underlines the need to improve facilities for educational and employment access.

The Charles Wootton Student Population 1979-1989

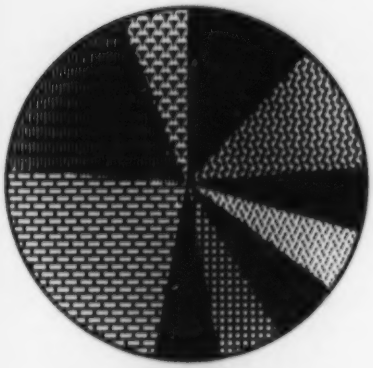
Full Time	**No. of students**
Prep Course (1979-1989)	319
Medical Secretary Course (1988-1989)	9
Total	328

Part Time	**No. of Students**
Music Evening Classes (1979-1989)	450
Literacy & Numeracy (1979-1989)+	
Foundation Course (1987-1989)+	200
Basic Education Classes (1979-1989)	
Itec	
Life Social Skills Class	
Charles Wootton Itec Trainees (1984-1986)	110
	760
GRAND TOTAL	**1088**

The Destination of Preparatory Course Trainees — 1987/88

	No's	%
Further and Higher Education	12	38.7
Employment	5	16.1
Failed to complete course	3	9.7
Destination Unknown (some probably gone on to Further and Higher Education	11	35.5
	31	100

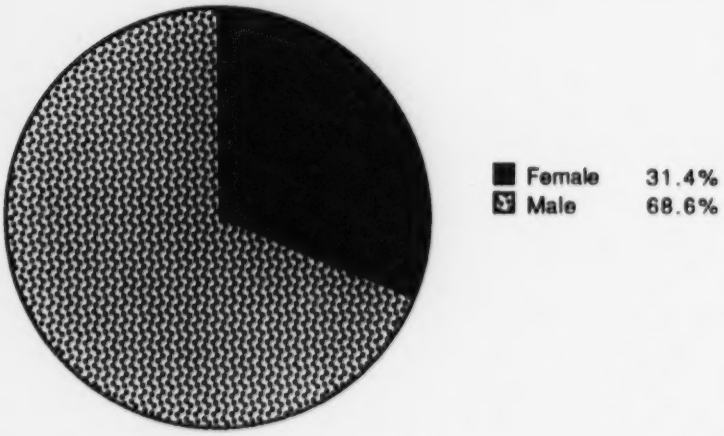
Occupational Destination of Students 1986/87 and Prior Training at Charles Wootton Centre



Housing	11.8%
Law	11.8%
Engineering	5.9%
Theatre	5.9%
Local Government	5.9%
Health Authority	5.9%
Self Employment	5.9%
Further/Higher Education	23.5%
Entertainment/Music Production	17.6%
Driving	5.9%

Black History Workshop	29.4%
Music Workshop	29.4%
Video Workshop	17.6%
Teachers Aide	5.9%
Administration	5.9%
Fieldworkers	5.9%
Black Sisters	5.9%

Gender Analysis of Staff: 86/87 Scheme



3. The Role of The Charles Wootton Centre as an Employer

Management, Administration and Staffing.

The role and structure of the managment and administrative aspects of the Centre have to date had three main components:

1. To service the management committee and to ensure that the policy decisions of the management committee are implemented. This involves:
   a. Liaison with the community
   b. Integration of projects
   c. Development of effective budgetary controls
   d. Securing funding in line with Centre's funding policy
   e. Assessment and recommendation of future policy
   f. Evaluation and assessment of current programmes
   g. Liaison with statutory and voluntary organisations.

2. The Centre's role as an employer was very much determined by the conditions and criteria of the MSC in relation to funding, training, and employment. This involved:
   a. Responsibility for all employed by MSC under Community Programme (CP) conditions who were based at the Charles Wootton Centre.
   b. Liaison with MSC on a day-to-day basis.
   c. Co-ordination of MSC projects based at the Centre.
   d. Administration associated with recruitment to the projects and termination of employment/training on completion of scheme or contract.
   e. Organisation and presentation of monitoring reports on projects, staffing and training content, monthly and quarterly returns of wages, administration and material costs.
3. Responsibilities to Liverpool City Council Local Education Authority for submitting claims for core staff salaries, wages and running costs.

Evaluation

The role of the Centre as an employer has been very much determined by, and taken up with meeting the requirements of the funding agencies.

The use of MSC as a major source of funding to the further education role of the Centre and the Training Workshops meant that the management and administrative structure reflected the needs of MSC more than those of the Charles Wootton Centre as an employer of Black people in Liverpool.

The very cyclical and short-term contract nature of the CP schemes inevitably over-preoccupied the Centre's staff in the roles of recruitment, training, work placements, terminations of contract, etc.

Similarly, the promotional and publicity work of the Centre was intrinsically tied to the promotion of and recruitment to MSC projects. Attracting and keeping qualified staff was hampered by MSC low salary levels.

The management and administrative structure was not appropriate to the development of the role of the Centre as an independent employer. It should be stressed here, however, that despite the constraints imposed by MSC criteria, the Charles Wootton Centre has played a major role in increasing the employment opportunities of Black people in Liverpool through its provision of employment and training. It is highly significant, and testimony to its reason for being, that the Charles Wootton Centre is the second largest employer of Black people in Liverpool.

Further, as detailed elsewhere in this Report, the Centre has successfully assisted other employers and educational and training establishments to enhance and move towards implementation of their own equal opportunities policies by recruiting from the Centre. The Centre has achieved significant

results in supplying entrants to other projects and employers in the City who are committed to the provision of employment and training to Black people, as the graph on employment destination illustrates.

Following the demise of the CP scheme and staffing, the Centre now has the opportunity to extend job opportunities by offering full and part-time permanent employment at appropriate rates of pay. With the release of the Centre from MSC criteria also comes the potential release of staff time and energy to develop the role of the Centre as an employer as well as its educational and training roles. Extending the Centre's role as an employer will necessitate the following:

1. A reassessment of the roles and responsibilities of the management and administrative staff.
2. An identification of training needs relevant to additional or new areas of work within the changed financial and employment context.
3. The redesign of the organisational structure to reflect developments that are envisaged and the financial basis upon which the Centre will operate.
4. Management training will be a priority to ensure that the planned changes to, and developments of, the work of the Centre are managed effectively.

A preliminary assessment of the likely changes to staff roles consequent upon introducing project developments proposed in the report are as follows:

1. As a *direct* employer of its staff the Charles Wootton Centre would need to establish its employment policy and to fulfil or discharge its legal and other obligations and responsibilities on the part of employers: equal opportunities; health and safety; employment pensions; tax; national insurance; disciplinary and dismissal procedures; trades union membership, etc.
2. The Charles Wootton Centre as a generator of business income: the Video and Music Workshops have a clear capacity and potential to earn revenue towards sustaining and developing the work of the Centre. Well developed business plans, marketing procedures and publicity will be crucial to their success. There will also be a need to develop an internal mechanism for the invoicing and accounting of the different business initiatives.
3. Entry into business will itself pose delicate managerial problems. The amount, quality, and content of production will have to be carefully balanced against the educational, training and employment aims of the Centre. Reconciling the need to generate income with the provision of sound education and training opportunities will itself offer a framework for management decision-making that is qualitatively different from that posed under the pre-set criteria of outside agencies.

4. The clarification of roles and responsibilities, the new context within which staff will be working and the *basis* upon which operational and management decisions are to be made will require careful attention and training.

5. PR and Publicity: is it envisaged that the role of public relations and publicity will need to have a greater emphasis and budget than is currently the case. The role will initially occupy a member of staff on a full-time basis and is likely to involve the following activities:

   a. Launching of the Charles Wootton Centre's new developments; ie how it intends to operate in the future (financially etc); the programme of courses; the research interests; the library; the new staff and organisation structure; the timetable of activities; who's who at the Centre.

   b. Ongoing promotion of the work and achievements of the Centre.

   c. Specific publicity concerning individual courses, projects and new initiatives.

   d. Specific marketing of the business work of, for example, the Video Productions Unit and the Music Workshop.

   e. Development of exhibition material.

   f. Development of house style for employment/training advertisements, leaflets etc.

6. Training Officer: the developments of the Centre as envisaged in this Report will place increased demands upon the Training Officer for staff training. Some areas have already been mentioned. It is envisaged that this role will occupy a member of staff full time in all aspects of the training role: identifying needs, design and evaluation of course programmes, training and consultancy work, and administration.

7. Policy, Programming, Direction of Charles Wootton Centre. The future development of the Centre will place great demands upon the leadership and direction supplied at management level. The role of the Director, and delegated activities to project management, will inevitably undergo significant changes of emphasis away from MSC administration to include aspects of: employee management, business and financial management and decision making, as well as the core educational and administrative aspects of the role associated with College Principal.

   Revised job descriptions, professional short course training where necessary and revised salary grades (to at least Principal Lecturer for the Director post and corresponding upgrading of other project co-ordinator and management and supervisory posts to reflect the in-

creased responsibilities) will be necessary as will appropriate employment conditions.

8. The production of proposed organisational and staffing structure, finance, building and equipment. These should reflect a) the continuation of the projects at the current student/staff ratio, and b) for developing agreed new initiatives and qualitative aspects of project development as discussed in this report and the corresponding changes to staff role, training, finance and other resources that will be required.

9. The very fact that the Centre will be financed differently and will be expanding and consolidating its various roles as an educational establishment, training organisation, employer and business, will inevitably require a rewrite of job descriptions and assessment, formal appointments and training of staff under the terms of new employment conditions.

4. Financing the Work of The Charles Wootton Centre

The demise of MSC Community Programme funding and the temporary and periodic suspension of LEA funding has forced the Centre to assess sources of future financial support.

As discussed earlier, MSC funding, although problematic to the Centre as an employer, did assist the Centre to increase the provision of education and work skills training and helped many Black students to undertake further and higher education and employment.

The loss of this funding, combined with the stance taken by the City Council towards supporting the Centre financially, provide opportunity to reappraise the future direction, development and appropriate financing of its work.

The Centre's general overall funding strategy has always been and still is one of securing 'diversified sources of funding to prevent any unhealthy dependence on any single funding body'.[12] The strategic purpose of this policy is to carry out the philosophy and organisational success of the Centre and to sustain independent autonomy towards the interests of Black people.

In principle, the Centre is strongly placed to attract finance from a variety of institutions, agencies and financial sources. A number of structural, economic and political arguments are made for this below.

1. Status of the Charles Wootton Centre as a community resource, a recognised formal educational centre and examination centre; an independent registered charity, and an independent PLC; the Centre is well placed to attract income from a variety of sources.

2. The unique contribution of the Centre to education, training and employment of Black people, and its potential role in economic recovery on Merseyside.

3. The aims and work of the Centre in its provision of formal education, cross sector work skills training, and research towards improving education and employment opportunities for Black people place it outside the remit of any one single institution. Therefore, a range of sources must be secured.

4. The financial history of the Centre which makes evident the problems of working within the boundaries of restrictive funding criteria.

Evaluation of Main Source Funding

a. MSC funding

In general (and despite the restrictive criteria and employer difficulties of MSC Schemes) the Community Programme funding has been 'enabling' in character. Innovative educational and training courses were established with the help of MSC Advisors, and many students were helped towards further and higher education and new employment opportunities. As a consequence the Centre is well established in the local community. It has also established strong links with partners in education and with employers in the public and private sectors, who derive benefits from the Centre's work.

The replacement of the CP Scheme with Employment Training, and the decision not to embark upon this, following confrontation and negotiation with the Liverpool City Council, has meant a loss of revenue of £335,000 per annum to meet operational costs and student allowances. Of course there is also the loss to the Black community of the educational, training and employment placements.

It is possible, however, that the Centre may have access to Training Agency funding that is compatible with future developments, particularly in relation to adult retraining.

b. Funding from Liverpool City Council

The Liverpool City Council has announced its commitment to compensate the Charles Wootton Centre for lost revenue to mount its existing and planned programmes under MSC, estimated at £335,000

To date £70,000 has been received.

However there have been delays in receiving payment and an absence of clear statements of long term support for guaranteed permanent funding has produced organisational uncertainty and low staff morale and which raise serious issues for the Centre in terms of deciding upon its future financial base.

Firstly, there has been a history of political opposition and coercion from successive LCC administrations which have variously attempted to constrain and compromise the autonomy and aims of the Centre.[13]

Secondly, the LEA grant to the Centre administered by LCC, and the informal and formal organisational support with staff at Colleges of Further

and Higher Education have been used as an instrument of control over the operation of the Centre.

Thirdly, the City Council administration is a social and political entity that is larger than the individual Black and white groupings within it who may support the Centre at any given time, and whose presence may grow or decrease according to political factors and voters' preferences in different periods.

As such, the Centre must take a long term strategic view in establishing its financial base and assuring its long term development and continued independence. To this end the Centre management may wish to consider the following issues:

1. Establishing a clear and well planned financial policy relevant to achieving the agreed future development of the Centre.
2. To seek income that is not dependent upon a single source.
3. To ensure that if criteria are attached to funding, these can be met by the Centre without compromise to its independence and aims.
4. To attract income that generates growth and development within the Centre. To ensure that those sectors — education and employment — which directly benefit from the work of the Centre make appropriate financial contributions.
5. To decide upon which organisations will be approached for support funding and the basis upon which help is sought to carry out a planned programme of applications, meetings, negotiations with them.
6. To set up appropriate management mechanisms to find, negotiate, secure and manage all sources of finance and expenditure.

5. Charles Wootton Centre Proposed Development Plan

Financial Base

It is clear that if the Centre is to survive, grow and develop, it needs to urgently establish its financial base to fit the aims and activities of the Centre's operation more accurately over the next five years, as indicated in the previous section.

Strategic Role of the Centre

The original aims of the Centre were to provide preparatory education to local Black people to enable their access to further and higher education and to provide a community resource. In pursuing these aims and in its use of MSC funding, the Centre has also developed its role in work skills training; in research; in published resources; in developing Black perspectives in educa-

tional content and in teaching practice; and, within the parameters of MSC, provided an employer role.

Clearly, the role of the Centre has expanded to other activities and it is not clear whether these activities are by design and desire and have been formally incorporated into the Centre's Policy. Alternatively, is it the case that the expanded work activities were accepted as a peripheral consequence of using employment oriented rather than educationally oriented funding? In which case does the present range of activities accurately represent the direction, aims and priorities that the Centre would have pursued had they had an independent financial base?

The question is whether the Centre wishes to constitutionally recognise its strategic role in each of these areas and to develop its role accordingly, or to revert to a strict concern with preparing students for Further and Higher Education.

In terms of achieving planned future development, the aims and boundaries of the Centre's role need to be precisely defined. Clearly this will affect its links and relationships with other agencies, operational decisions regarding priorities and the development of an appropriate financial, organisational and staff structure that is capable of meeting the demands of the work.

The Centre has built up a solid base of experience as an educational establishment, as a training agency, as an organisation capable of mounting original research and, to a limited extent, as an employer. It is also likely that the Centre will develop its business role in producing videos and publications for sale, and its redefined employer role. The Centre has the potential to develop its activities in each and all of these areas, but the limits and boundaries of the role of the Centre need to be set for each aspect.

The Centre has the potential to formally present its role in the areas mentioned. Some options for development are outlined below for discussion.

1. **Preparation of Students for Further and Higher Education**

To reinstate the Preparatory Course to a one year full educational feeder programme to Further and Higher Education courses within mainstream education.

To design and mount Preparatory courses which are specifically designed to provide graduate entry to specific careers (as with B.Ed Foundation) and/or where there is a known skill shortage. Computer Service[14], Medical and Non Medical careers in the Health Service; European Management and Business Studies; Library Science and Research Methodology are examples.

To develop an educational programme for music theory and practice that holds negotiated and approved accredited status to enable access to local national Further and Higher education courses at Music Colleges and Universities.

To introduce a formalised educational component of the Video Workshop to enable approved accreditation and access to Further and Higher Education

courses and careers concerned with media studies, communications, film, and TV.

To research, write and publish original teaching materials that offer Black perspectives in education and which contribute towards anti-racist education.

To develop an organisational role in National Curricula Development.

To extend educational preparation to Black students taking GCSE or A level entrants who may need tutorial guidance or support and examination preparation, and/or Black students who are following distance and open learning programmes (Open University for example) and who may require tutorial support.

To develop a code of good teaching practice, to offer placements for teaching practice at the Centre in liaison with Teacher Training Colleges in Liverpool.

To offer a professional consultancy service to mainstream educational establishments to assist them in curriculum development and teaching practice. This will involve the practical aspects of developing Black perspectives in mainstream education, and anti-racist teaching practice, as well as other factors, such as developing a positive learning environment, tutorial support teaching and learning materials etc.

To develop the research aspects of the Centre such as to achieve the status of an independent Research Institute, which will enable the Centre to bid for research funds from the Economic and Social Research Council and other educational and charitable research funding bodies.

2. **Provision of Work Skills Training**

To develop programmes of work skills training for employment and to organise placement experience in areas of work in which the Centre already has some expertise, discussed in the main body of the report, as follows:

video production
the music/entertainment business;
office administration and secretarial work in the Health Service;
research and methodology;
library science;
computers.

3. **Links with Other Organisations**

An evaluation of the effectiveness of links with other projects and agencies concerned with the provision of employment and training to Black people eg South Liverpool Personnel, MSC Women and Technology etc. To see how links may be consolidated/formalised/improved if necessary. This may involve cross-overs at the level of management committees, ensuring of course that the management committee of the Charles Wootton Centre comprises Black people. Given the shortage of experience here it may be feasible to train interested Black people in this form of managment.

6. Development Context

The Centre is unique in its role and work in Black Education and Training in Liverpool, has achieved much success and secured wide community and organisational support. There are major opportunities facing the Centre over the next ten years which offer a development context for the Centre to build upon and extend its educational, training and employer role. There are a number of points to make in this connection:

1. The continuing and expanded student demand for education and training programmes to be run at the Centre, as determined by the Centre's own market research. (See Appendix B — the questionnaire and analysis of responses)

2. The labour market will itself provide wider opportunities for feeder programmes to graduate education. The predicted shortfall in young people entering the labour market in the 1990s will produce a demand for adult retraining, an area in which the Centre has developed specific expertise.

Already, the shortages are making themselves felt in the manufacturing, health, and commercial sectors, which are experiencing difficulties with graduate recruitment[15]. The competition to recruit graduates in the mid 1990s is expected to be acute; the Centre is therefore ideally placed to optimise and increase the number and specialisms of Black Preparatory Courses to enhance graduate entry to all occupational sectors.

In 1990s the Health Service (the largest employer of school leavers) will need to recruit 40%[16] of all female GCSE achievers to meet its demand for labour, a figure known to be impossible to achieve. Retraining older women workers, re-entry schemes for women who have made a career break, provision of creches, flexible work hours etc., are measures being proposed to help overcome the shortage. The Centre has already stated its commitment to open up career paths in medical and non-medical professions in the Health Service to Black men and women. The setting up of the Medical Secretary's course could be regarded as a pilot programme for a much larger role in opening up career paths within the Health Service. It has also demonstrated the Centre's ability to negotiate, plan and co-ordinate and integrate its work with that of National and Local agencies.

The Centre's experience and success in developing effective learning methods appropriate to adult education and training suggest that the Centre is well placed to strategically link its own objectives with those of the wider social and economic market needs and to contribute to economic recovery on Merseyside in particular.

3. It is clear that the role of education and training in the mainstream sector will itself be increasingly required to match its provision more closely to the demands for employment and is likely to be engaged in adult education and retraining programmes. An organisation like the

Charles Wootton Centre can offer its expertise to assist the mainstream Local Education Authority towards developing curricula, supportive infrastructural arrangements, and teaching practice which are geared towards adult learning and Black adult education in particular.

1. **Immediate Priorities in Re-establishing the Centre's existing Programme of Educational and Training Programmes:**

Regardless of the merits or otherwise of using MSC Employment Training Scheme finance to fund the future programmes of the Centre, the Centre's decision not to go ahead was based upon the stated commitment of the LCC to supply alternative funding for 12 months. Future arrangements would then be based upon an evaluation of the role and work of the Centre.

The need to establish long term continuous commitment from the City Council is therefore important to eliminating the uncertainty and low staff, student and community morale of those whose jobs and educational futures are temporarily in jeopardy.

There are, of course, clear beneficial reasons why the Council via its LEA budget want to support the work of the Centre as outlined in Cllr. Herzog's letter of 23/8/89 and perhaps the immediate priority is to agree the basis upon which that finance can be allocated; and the respective roles that the voluntary and mainstream sectors may play in developing Black education in Liverpool in the future.

A number of criteria need to be considered:

1. The Centre's strategic role in meeting the educational needs of local Black people of all age groups that are left unmet as a consequence of the failure of the mainstream education system.
2. The Centre's role in providing the Black education feeder programmes to Further and Higher Education.
3. The Centre's contribution to directly improving the LEA's record in Black education, as can be seen from the increased number of Black students on mainstream courses; established working links between college Principals, teaching staff and the Centre; increased numbers of Black teaching and tutor staff; the development of anti-racist teaching materials and the setting up of positive learning environments within colleges based upon advice and support from the Centre staff.
4. The opportunity to develop salary and employment conditions to administrative and teaching staff involved in educational provision that are commensurate with the Employment Policy of Liverpool City Council; as stated in its correspondence and discussions with the Centre in presenting its arguments against Employment Training Schemes (e.g. Cllr Herzog's letter 23/8/89).
5. To assure the Centre's immediate future and to publicly demonstrate to the Black community that the City Council is committed to the

Centre's unique role in Black education in addition to perhaps launching an agreed basis upon which they may work in partnership to improve mainstream provision.

In the short term the Centre needs to secure a continuous financial and policy commitment from the LEA to provide the operational and staff costs of the Centre's planned programme of educational and training feeder courses; and the provision of grants to students to cover the loss of MSC allowances.

In the absence of a clear and guaranteed commitment from Liverpool City Council to the immediate and continuous funding of the Centre, the Centre must be advised to take alternative steps to secure its financial future.

2. Future Development Needs:

This Evaluation Report points to a range of developmental opportunities that the Centre could pursue in the next two to five years. However, to implement planned organisational development, the Centre would need to undergo the following activities:

1. To establish the key aims and priorities of the future development role and work activity of the Centre and to recruit and train the staff required to undertake those activities.
2. To establish an independent financial base capable of sustaining and developing the various future work areas of the Centre. (The evaluators have advised separately on potential sources of funding).
3. To agree an appropriate administrative, management and staff structure to meet the new future demands of the organisation.
4. To obtain equipment and other physical resources (e.g. creche) necessary for the future development of the Centre as outlined in this Report.

7. Summary and Conclusions:

The Charles Wootton Centre has played a significant role in the last 10 years in establishing and improving access to education, training and employment for Black men and women in Liverpool as detailed in this Report. It is also clear from this Report that the demand for the work of the Centre is as great now as ever it was.

The release from restrictive MSC funding criteria which at times compromised the employer and educational role of the Centre provided the opportunity to re-assess the basis upon which the Centre may operate.

The potential for a strengthened role in education, training and employment generation and in the Centre's consolidated role as a direct employer is evident and the implications for developing these areas of work activity have been documented. Of strategic importance to the Centre is to define precisely its specific aims and objectives under each of its potential future roles and to

define clearly the boundaries and points of integration between the Centre and the work of mainstream education, training, and employment sectors.

In arriving at a position on this issue, it is clear that the Centre is a unique organisation, which is closely aligned to its 'market' in terms of assessing and meeting the needs of the Black community. In addition the Centre has a proven track record of achievement, providing tangible preparation for and routes into the mainstream educational and employment sectors. With its B.Ed. Foundation Course, the Medical Secretary's Course and the Video Training Unit the Centre demonstrates its ability to establish innovative programmes at short notice, which are built upon its established educational preparation. This practice falls neatly within the role of the Centre as an initiator of projects that could well be replicated within the mainstream sectors. As an initiator of a range of educational and employment career opportunities the Centre would assure diversity of opportunity for Black men and women and would avoid over-supply of skill in any one career area.

It could therefore be concluded that the Centre's capacity for innovation is a main source of its future development.

The possibilities open to the Centre to develop permanent employment conditions, the likely support for the Centre's work in education by the City Council, and the opening up of funding from other sectors provide a sounder basis for the Centre to develop its role and work.

In addition the signs of economic regeneration of Merseyside, combined with the predicted need for re-entry of adults into education and training in the 1990s provide a context for the Centre to enhance further its record of achievement in training and employment generation and to widen its potential sources of funding.

Finally, the Centre may take full advantage of its past record of achievement and in the contemporary economic and social context feel confident in securing a planned programme of innovative development.

References

1. See for example: Report on Charles Wootton Centre by Ben Agwuna Acting Director 1987.

   Education Provision by Liverpool Education Authority in the Toxteth Area, H.M. Inspectorate, 1982.
2. *Local Education Authorities and the Education Implications of Section 71 of the Race Relations Act 1976.* CRE, 1985.

   Different Worlds. Racism and Discrimination in Britain. Paul Gordon and Anne Newnham, Runnymede Trust, 1986.
3. Director's Report on Charles Wootton Centre 27/2/87.
4. Director's Report on Charles Wootton Centre 27/2/87
5. *Guardian* 24/2/89
6. Director's Report 1/12/88 page 3.
7. Charles Wootton Centre for Further Education Prospectus 1988/1989.
8. Preparatory Course Syllabus 1989.
9. The Women's Film television and Video Network: Information Sheet p.24/1.
10. Research conducted by Video Workshop manager who made telephone enquiries of more than 60 local and regional video producers.
11. Report on Charles Wootton Centre dated 1 December 1988 p. 8.
12. Report on Charles Wootton Centre, 1 September, 1987, p. 8.
13. CWC letter to Black Caucus MPs dated 4.8.1988 which outlines the history of the relationship between the City Council and the CWC. Briefly, it refers to:

    1981/82: LCC suspension of CWC grant aid for alleged involvement in the 1981 riots.

    1984/85: Confrontation over Sam Bond; later budget crisis used as a cover to oppose the Centre.

    1986/87: LCC attempted to demolish the CWC building by issue of compulsory purchase order.

    1988: Confrontation over the Centre's proposed use of ET. Suspension of grant aid, withdrawal of teaching informal FE support, and blockade of the Centre by LCC followed.
14. See article in *Times Higher Educational Supplement*, 24/2/89 concerning the shortage of women entering computer science.
15. Midland Bank, Norwich Union Insurance Group, The Health Service, Massey Ferguson, have identified the need to undertake programmes of action to ensure recruitment needs are met in the 1990s. (Recent broadcast, Private Roads BBC TV).
16. Henley School of Forecasting.

Appendix A

VIDEO TRAINING PROGRAMME

The proposed Video Training Programme would run for a year and cover eight stages.

STAGE 1: THEORY (Weeks 1-4)

Four weeks of theoretical work in a classroom setting and atmosphere, lessons in camera technique, basic lighting, sound and other requirements for video filming.

From their second week onward to the end, students *all* have weekly lessons in *English, Computer Studies* and *Typing* (to at least Pitman's Elementary 30 wpm), all vital skills for a career in this field.

STAGE 2: PRACTICAL WORK (Weeks 5-8)

Practical work in a studio setting: daily camera work, lighting, and basic editing. Using a two-camera set-up, we will tackle exercises such as 'An Interview', 'On the Spot Report' 'Top of the Pops' etc. Trainees will work both in front of and behind the camera.

One lesson per week on *sound* will help to sharpen radio technique, and teach how to conduct interviews. Also four weeks of lessons working with reel tape recorders and other sound equipment.

STAGE 3: FIELDWORK (Weeks 9-16)

Fieldwork on a project, working in groups of 3 or 4. Some projects will be for in-house: promotional videos or teaching aids, others may be documentary, drama or music videos. This stage takes students out of the classroom and familiarises them with actual working conditions, while working under close supervision.

STAGE 4: PLACEMENTS (Weeks 17-20)

Placements for 2-4 weeks with an appropriate firm or organisation, mostly working in Video and AV but also some suiting a trainee's particular interests, e.g. to become a production assistant or floor manager in broadcasting might benefit from time spent with secretaries. Trainees will be closely monitored and will be required to write a detailed report on their placement.

STAGE 5: THEORY II (Weeks 21-28)

Further theoretical work in a classroom setting, to include:

Advanced Camerawork; Scriptwriting; Lighting; the History of Film/video; Story Boards.

Trainees' own ideas and viewpoints are encouraged.

STAGE 6: PROJECT WORK (Weeks 29-36)

Each trainee directing a project of their own choice, with other trainees acting as crew (camera, sound, lighting). Trainees to write scripts and a comprehensive story board for their own project.

STAGE 7: REVIEW (Weeks 37-40)

Showing the work recently completed and revising theory I and II.

STAGE 8: JOBSEARCH (Weeks 41 - end)

Actually applying for jobs, on monthly ACTT jobsheet. Also sharpening skills learned and putting together an individual show-reel of work completed during the course.

NOTES

A feature of this course will be our availability to take on outside projects, any payments to be ploughed back into the scheme.

We will need one camera kit for every four students, plus other related equipment. Ideal staffing would be two full-time and one part-time workers.

Appendix B

Charles Wooton Centre

EDUCATION SURVEY

NAME

AGE

☐ Under 18 years

☐ 18 years & over

The Charles Wootton Centre for Further Education is doing a survey to find out how it can best serve the interests of the community in the area of educational and vocational advance.

We would like to know if there is a course of study, or subject, you are interested in so that we can do our best to meet your demands.

Overleaf is a list of some subjects we have in mind for future courses.

Please tick subjects of interest to you and, if you find nothing here that you would like, assist us by writing in the space provided a subject or course of study that **would** interest you.

- ☐ Media Studies
- ☐ Computer Studies
- ☐ Drama
- ☐ Languages
- ☐ Art and Design
- ☐ Dressmaking
- ☐ Photography
- ☐ Creative Writing
- ☐ Mathematics
- ☐ Book-Keeping
- ☐ Introduction to English
- ☐ Video Productions
- ☐ Welding
- ☐ Mechanics
- ☐ Bakery
- ☐ Confectionery
- ☐ Printing
- ☐ Furniture Making
- ☐ Black Literature
- ☐ Sound Recording
- ☐ Research in Black History
- ☐ Black Studies

*Any other subjects!

Please make sure you return your leaflet to Charles Wootton Centre, 248 Upper Parliament Street, Liverpool 8.

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Re-education for employment:
programmes for unemployed black adults

John Eggleston, Horace Lashley, Amritpal Kaur and Sharon Shea

This report of the work of self help groups of unemployed black adults was funded by the Further Education Unit of the DES. It shows how effectively these groups are able to generate employment capabilities for their members and offers recommendations for the further development of such initiatives. Recommended reading for all concerned with equal opportunities in further and adult education. Includes six case studies of groups.

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